

**ASSESSING CONSTRAINTS ON THE PRODUCTION OF ENGLISH
SEGMENTAL SOUNDS UTTERED BY THE STUDENTS
OF ENGLISH EDUCATION DEPARTMENT
AT UIN ALAUDDIN MAKASSAR**



A Thesis

Submitted in Partial Fulfilment of the Requirements for the Degree
of Sarjana Pendidikan in English Education Department
of Tarbiyah and Teaching Science Faculty
of UIN Alauddin Makassar

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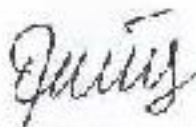
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Samata-Gowa, 16 November 2018

8 Rabi'ul Awwal 1439 H

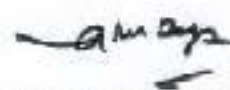
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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
إِنَّ الْحَمْدَ لِلَّهِ نَحْمَدُهُ وَنُسْتَغْفِرُهُ وَنَعُوذُ بِاللَّهِ مِنْ شُرُورِ أَنْفُسِنَا وَمِنْ سَيِّئَاتِ أَعْمَالِنَا، مَنْ يَهْدِهِ اللَّهُ فَلَا مُضِلَّ لَهُ وَمَنْ يَضِلَّ فَلَا هَادِيَ لَهُ. أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ. أَمَّا بَعْدُ؛
Alhamdulillah Rabbil Alamin, the researcher praises her highest gratitude

to God Allah SWT who has been giving her the mercy and the blessing for completing this thesis. Salam and Shalawat are due to the highly Prophet Muhammad SAW, his families and followers until the end of the world. The researcher really thanks to the people who pray, guide and help her along this time, she realizes these people have a lot contribute during her research and writing this thesis. They are:

1. The researcher beloved parents **Alm. Abdul Hafid, S.Ag. Hamdana, S.Ag** with her pray, love, affection, motivate, and advice. The only and one sibling, brother **Ahmad Humaedi Hafid** who always motivate and suggest her for doing the research and completing the thesis and also thanks for being her mood booster. So, the researcher can complete this thesis.
2. **Prof. Dr. H. Musafir Pababbari, M.Ag.**, the Rector of Alauddin State Islamic University of Makassar.
3. **Dr. H. Muh. Amri, LC.**, the Dean of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar.
4. **Dr. Kamsinah, M.Pd.I.**, the Head of English Education Department and **Sitti Nurpahmi, S.Pd., M.Pd.** the secretary of English Education

Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar as well as all the staff.

5. **Dr. Andi Kaharuddin., S.IP., M.Hum.** as the first consultant and **Indah Miftah Awaliah., S.S., M.Hum.** as the second consultant. Thank you for giving her valuable time and patience, advice, support her during the assistance, and guided her in completing the thesis.
6. **Dra. St. Nurjannah Yunus Tekeng, M.Ed., M.A** as the first examiner and **Dr. Hj. Mardiana, M.Hum** as the second examiner. Thank you for giving much suggestions and guiding her to complete this thesis.
7. The students of English Education Department (2015) group 3 and 4 who sacrificed their time and activities for being the subject of this research.
8. All her friends in English Education Department (2014) especially in group 1 and 2 (PBI 1.2). It cannot be mentioned one by one but overall thank you for the friendship, laugh, togetherness and supporting her.
9. The researchers' beloved bestfriends, her roommates from the first semester till the last semester **Nurmuliani Rusli, S.Hum and Hartina.** Thank you for all of your motivation, suggestion and support, thank you for hearing her cry of complaint until the researcher can finish this thesis well.
10. Her beloved niece who always give motivation, **Hamda S.Pd.**
11. All her beloved bestfriends. JS (**Nur devitasyari, S.Pd, Hartina, Ainul Bayani Asdar, Vira Vebridaya, S.Pd, Utari Muhdar, Marlina UB, Ainun Inayah and Rismawati, S.Pd).**

12. All her beloved bestfriends 7SK1 (**Asrina, Atimah Nurdin, Yenni Yuliana, Muhammad Arifuddin, Andi Sultan Hassanal, S.Sos, and Bahrul Ulum, S.Pd**).
13. Her beloved friends of KKN Kel. Tetti Kenrarae (**Irmayanti Sidang, S.H, Mirnawati Umar, S.H, Nurwahidah, S.Pd, Sasa Harkiah, Ibnu Hadi, Muhammad Hidayat, Rahmat Andika, Lian Pitaloka, and Fajar, S.Pd**).
14. Her Junior High Schools' friends (**Rika Ayu Lestari, Lisda Sukardi, Ika Ariesti, S.Sos and Ajirah, S.Sos**).
15. Her friends in PIBA dormitory (**Alfina Rosba, S.Sos, NurAtma Dwi Lestari, S.Ag, Andi Mahira Humaerah, S.KM, Nurul Hikmah Asmawanti and Nanda Natasia**) who meet when the first semester that always give their helping, support and motivation.
16. Her beloved team teaching in PPL Nasional who always listen the researchers' complaint, understanding very well, **Tut Wuri Handayani**.
17. Finally, for everyone connected with the complement of the thesis may Allah SWT bless us. *Amin Yaa Rabbal Alamiin.*

Researcher

Nurul Hakimah Hafid

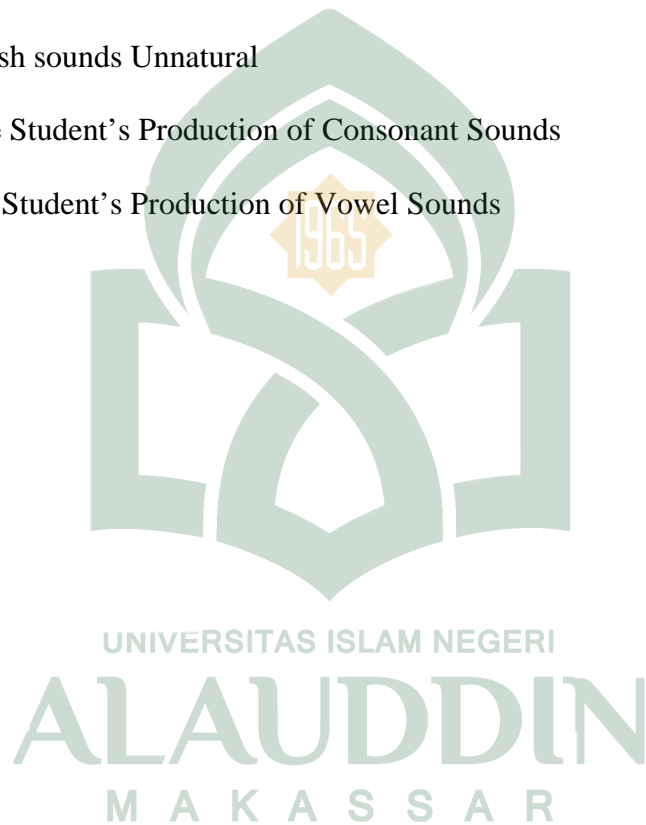
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ABSTRACT

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This research discussed about how the students of English Education Department at UIN Alauddin Makassar utter English segmental sounds and the causal factors of the production of unnatural English segmental sounds by the students. Then, it was analyzed by using descriptive qualitative method. The researcher used picture description task and questionnaire as instruments to find out more valid data. This research was conducted in order to enhance and to enrich the knowledge of the readers about the most dominant sounds uttered unnatural by the students and the causal factors of the sounds uttered unnaturally.

The findings showed that the sounds most uttered unnatural by the students. For the consonant, sounds frequently produced unnatural are [ð], [r], [d], [z], [t], [v], [t], [k], [], [], [l], [w], [j] and [g]. Not only in consonant sounds, but also in vowel sounds, the sounds frequently uttered unnatural were [æ], [:], [], [], [], [], [e], [], [], [i:], [eɪ], [aɪ], [ɪ] and [a]. The causal factors of producing the sounds unnaturally by the students of English Education Department based on Norrish's theory. Those are: carelessness, the first language interference and translation. The researcher suggests that the production of sounds uttered unnatural could be minimized by studying more about phonetic.

Keywords: *Assessing Constraints, English segmental sounds, English consonant sounds, English vowel sounds.*

CHAPTER I

INTRODUCTION

A. Background

There are some foreign languages are learnt in Indonesia, such as English, Arabic, Japanese, German, Korean but English is the language which is most dominated in Indonesia Education, it is proved by learning from primary school level to university level. English language is one of the general lessons in the school.

In the university level, English also is one of the general lessons must be learnt. In UIN Alauddin Makassar, English is one of the general lessons that learnt by non-English students, even though it just one semester. While English Education Department itself must be learnt and mastered. There are some aspects in English Education Department, the first is the aspect of skills, those are ; speaking, writing, reading, and listening. The second is methodology, the methodology explains about the methods are used in teaching English, for example in TEFL subject, the students are learnt some methods how to teach English well. The third is linguistic.

It is imperative to learn linguistic because linguistics is the scientific study of human language. All of the rules of language is in linguistic, such as the rules of production the sounds, the formation of words, and the meaning of words. According to Kracht (2000:4), there are some branches of linguistics, such as: Phonetics, as the branch of linguistics which concerned with actual properties of speech sounds, no speech sounds, and how they are produced, Phonology is the study of sound systems

and abstract sound units, Morphology is the formation and composition words, Semantics is explain about how meaning is inferred from words and concepts, Syntax is the rules that determine how words combine into phrases and sentences, and Pragmatics is explain about how meaning is inferred from context.

As a branch of linguistics, phonetics however only deals with the spoken language. According to Sahulata (1981: 32), he refers to phonetics as the study of phonic medium. A phonic medium means the sounds that the human beings produce of a set of speech organs further more these sounds are produced as components of languages. The individual sounds within the range of phonic medium are called speech sounds.

The students of English Education Department learn phonetic in two subjects, they are Phonetic and Phonology in the second semester, and Introduction to Linguistic in the fifth semester. The students are learning about the production of speech sounds. The kinds of vowel and consonant sounds, which are front, central, and back sounds, how high the tongue and lower jaw when produce the sounds, whether the lips are rounded and spread, whether they are short and long, and which are voiced and voiceless consonant sounds. Because they have learnt about the production of sounds, it is supposed to make their utterance of sounds is natural, but the fact is they still face many difficulties and produce them unnaturally. For example, some students of English Education Department pronounce the word “half” to be “/h lp/” instead of “ha:v”. The word “breathe” to be “/bri:t/” instead of “/bri:ð/”.

As Allah SWT commanded to us for reciting Al-Qur'an with a good tajweed. People should recite Al-Qur'an with the good tajweed, because if people recite with a wrong tajweed it will change the meaning of Al-Qur'an. It has relation when people speak, they should speak clear with a good pronunciation, so the interlocutors can understand well. As Allah SWT says in the holy Qur'an Al-Muzzammil:4 :

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

“Or a little more; and recite the Qur'an (aloud) in a slow, (pleasant tone and style”

This ayat discuss about *makhrijul huruf* , how to recite the holy Qur'an well and also this research people should be speaking and writing need to be well and care about phonetic in order that the interlocutor can understand. Speaking without considering the pronunciation will disturb and cause misunderstanding in the meaning of the words spoken. Indonesia has many language based on the tribes. The people used their accent when speaking based on the tribes. For example, the buginese sometimes feel hard to produce sound [p], they frequently tend to replace the sound with sound [f] and it is effected for English speaking.

The students of English Education Department might find many difficulties in learning English, such as less of vocabulary knowledge, the difficulty of listening English words and how to produce the English sounds as naturally as native speaker. The problems come because the elements of sounds between the target language and their own language are always sound similar and different. Their ability in speaking

English is influenced by their mother tongue, thus they cannot produce the sounds as well as the foreigners.

Lanteigne, cited in Tiono (2008) states that the difficulties in learning English occur due to the fact that some of English sounds do not exist in the mother tongue of the learners. The problems here can be understood since their mother language has been deeply implanted as a part of their habits. Syaripuddin, Anci Bte states that the students with less English background knowledge will often produce language interference especially in speaking and writing error. The elements, which cause the problems are grammatical and sound systems. The similar elements of sounds usually do not cause problems, while the different ones usually do. There are many differences between Indonesian and English people, so the learners of English Education Department have to make much effort to overcome the problems they meet.

Another problem has to do with the production of the foreign sounds by his organs of speech is their ability in hearing and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them. It should be practiced, because familiarity with phonetic symbols is also very important, since they represent speech sounds more consistently than the letters in the orthography thus describes or defines the set of symbols used in writing a language, and the rules about how to use those symbols. That is why many Indonesian students find some difficulties to learn English sounds as they do not find the English sound features in

their own language and also because they have not been trained to produce this new set of sounds.

The learners may deal with some problems to produce English segmental sounds naturally. The learners uttered unnatural English sounds as Djajaningrat (2011) states that as consequence of all the difficulties provided by the English pronunciation, many English language learners as well as the Indonesian learners tend to generate incorrect sounds in the articulation of the sounds. This conditions need attention, because they are English learners.

Therefore, the students should be able to solve problems in their English learning. It is important for every student to master it, especially when they communicate with foreigners. It is possible that every student will get difficulties to uttering english segmental sounds. So, the researcher feel interested to conduct the research under the tittle ***“Assessing Constraints on the Production of English Segmental Sounds Uttered by the Students of English Education Department at UIN Alauddin Makassar.”*** Some significants of this research would give contribution to the sudents who learn english about the important of learning segmental sounds, so they can produce it natural. The theory of phonetic also can give contribution in developing English teaching.

B. Problem Statements

Based on the problem stated previously, the researcher formulates problem statements as follows :

1. How do the students of English Education Department utter English segmental sounds ?
2. What are the causal factors of the production unnatural English segmental sounds uttered by the students of English Education Department at UIN Alauddin makassar ?

C. *Research Objectives*

The main objectives of this research are :

1. To describe how the students of English Education Department utter English segmental sounds.
2. To find out the causal factors of the production unnatural English segmental sounds uttered by the students of English Education Department at UIN Alauddin makassar.

D. *Research Significances*

Research significances explained the benefit of this research. In this case, the researcher discussed the significance of the research practically.

1. For the lecturer

The lecturers would be able to know the ability of their students in uttering English segmental sounds. Knowing the students ability and the students' problems in uttering English segmental sounds would help the lecturer to solve the students' difficulties by doing some strategies or techniques in teaching phonetic for good

pronunciation. The lecturers should also focus on teaching phonetic for the students uttering English segmental sounds unnatural.

2. For the students

The students know their difficulties in uttering English segmental sounds will be expected to learn phonetic. It can improve their knowledge. By learning, it can increase their ability to be mastering in phonetic.

3. For the other researchers

The finding of this research could be used as a reference for other researchers who carry out the same topic, although in different aspect from this study.

E. *Research Scope*

This research focused on the students' ability in uttering English segmental sounds limited to British sounds. Besides, this research also focused on the fifth semester students of English Education Department at UIN Alauddin Makassar.

F. *Operational Definition of Terms*

In order to make some key terms clearly to avoid some misunderstanding of the readers. It was important to interpret and to define the meaning of the some key theories dealing with this research :

1. Segmental Sounds

Segmental sounds show and explain the component of sounds in English, which consist of consonant and vowel sounds. Segmental sounds relate to sounds at

the micro level that include specific sounds of words. Segmental sounds consist of consonant and vowel sounds.

a. Consonant

There are 24 consonant sounds, those are: [p], [b], [t], [d], [k], [g], [tʰ], [dʰ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [m], [n], [ŋ], [l], [r], [j], [w]. Consonant sounds classified as Place of articulation, Manner of articulation and Distinctive features.

b. Vowel

Vowel classified as monophthong and diphthong sounds. Monophthong sounds consist of [i:], [ɪ], [e], [æ], [a:], [ʌ], [ɜ:], [ɔ:], [u:], [ʊ], [ɒ] and [ə]. Besides, diphthong sounds are [aɪ], [ɪə], [eɪ], [əʊ], [ɔɪ], [ʊə] and [eə]. Vowel sounds classified based on openness of the mouth, tongue elevation, position of tongue elevation, lips' shapes and duration of vocalization.

2. Assessing Constraints

Assessing constraint is one way to estimate the ability of the students in uttering English segmental sounds, seeing what kinds of sounds they can utter natural and unnatural. The ability to produce the sounds which do not influence by their mother tongue called natural because they can produce the sounds as the foreigners. Otherwise, producing the sounds unnatural means that the people produce the sounds influenced by their mother tongue.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Literature Review*

In this part, the researcher wrote down some previous related research findings. Those researches were:

1. Salwa Chaira (October, 2015) conducted the research under the title “*Interference of First Language in Pronunciation of English Segmental Sounds.*” The aims of this research are to investigate the interference that occurs in Darul Ulum students’ English speaking since the reality shows that the students mispronounce some consonant and vowel sounds of English and focuses on the interlingual errors the students produced as the result of the interference and finding solutions of how to avoid the interlingual errors through the methods applied by their teachers. The researcher applied a subsequent process method by collecting the data on the field, selecting the required samples, classifying into the sound classification, comparing the taken samples from English pronunciation using phonetic transcription, analyzing the data using phonological theories. Here are the mispronounced sounds resulted from the interference; [ph], [th], [kh], [f] for grapheme “ph”, [v], [], [ð], [z] for grapheme “s”, [], [ks] for grapheme “x”, [i], [u], [æ], and [e].

2. Zara Wanda Asfarina (2014) conducted the research under the title *“Phonological Error Analysis on Segmental Sounds Produced by The Winners of Universitas Brawijaya Storytelling Competition in 2012.”* This research is designed to identify the learners’ errors in pronunciation and to find out the possible factors of incorrect pronunciation made by the learners. The researcher used descriptive or qualitative approach as the research method. The amount of erroneous words in vowels are 45 words, in consonants are 30 words, whereas in diphthongs are 9 words in which the total of errors are 84 words. The probable factors affected the errors in pronunciation are interference of L1 toward L2, amount of L2 used, exposure to the L2, years of L2 used, and type of L2 input.
3. Zubairu Malah and Sabariah Md. Rashid (June,2015) conducted the research under the title *“Contrastive Analysis of The Segmental Phonemes of English and Hausa Languages.”* The objectives of this study are to identify the similarities and differences between the segmental phonemes of English and Hausa languages, and to predict learning difficulties among the Hausa ESL learners based on this comparison. In the course of this study, the researchers employed desk research where data were drawn from archive and then analyzed side-by-side revealing their similarities and differences. The result of this study are the Hausa ESL learners would have difficulty pronouncing all the consonants / p f v ð /. The Hausa speakers are likely to pronounce /p/ and /f/ as / /. They are likely to have /v/as /b/, / / as /t/, /ð/ as /d/, and / / as

/d /. Because the English vowels / /æ/, / /, / /, / :/ i /, /e /, /u /, / u/ are not similar to those in Hausa, therefore the Hausa ESL learners would find them hard to learn. The vowels /æ/ and / / are likely to be heard as /a/, while / / and / :/ as /e/, /i / as /ai/, /e / as /ea/, /u / as /ua/, and / u/ as / / respectively.

Based on explanation all of the research above, the topic was same as this research that talking about English segmental sounds. Although the aspects were different. This research focused on how the students of English Education Department produced English segmental sounds and what are the causal factors of the production unnatural English segmental sounds. While the research which conducted by Salwa Chaira just focused on the mispronounce some consonant and vowel sounds that produce by the students of Darul Ulum. Zara Wanda Asfarina on her research was to identify the learners' errors in pronunciation and to find out the possible factors of incorrect pronunciation made by the learners. The last research not just talking about the English segmental sounds, but it found out the similarities and differences between the segmental phonemes of English and Hausa languages, and to predict learning difficulties among the Hausa ESL learners.

Some researches were used descriptive qualitative method same as this research. Zara Wanda Asfarina and Salwa Chaira used it. It started by collecting the data on the field, selecting the required samples, classifying into the sound classification, comparing the taken samples from English pronunciation using phonetic transcription, analyzing the data using phonological theories. Besides, the research by Zubairu Malah and Sabariah Md. Rashid employed desk research where

data drawn from archive and then analyzed side-by-side revealing their similarities and differences, because this study compares and contrasts the segmental phonemes of English and Hausa.

The different result among this research and other research was the total of error sounds. This research found 14 consonant sounds and 14 vowel sounds produced unnaturally by the students, while the research by Salwa just found 6 consonant sounds and 4 vowel sounds. The result research by Zara focused on the pronunciation of words. Zubairu of his research found 6 consonant sounds and 7 vowel sounds. The different of total sounds produced unnaturally based on the way the researcher analyze the students outcomes. This research focused on British English sounds, while the other focused on American English sounds. The students prefer to use American accent than British sounds, therefore there were many sounds produced unnaturally by the students of this research.

B. *Some Pertinent Ideas*

In order to make some key terms clearly to avoid some misunderstanding of the readers. It is important to interpret and to define the meaning of the some key theories dealing with this research :

1. Segmental Sounds

People who want to communicate each other have to speak well and have good pronunciation. Good pronunciation means that they understand about the production of sounds and produce it natural. When they speak with less attention of

the production of sounds, it could be change the meanings of words, then occur misunderstanding. According to Burns (2003), he states that the production of phonemes incorrectly can change the meaning of the words. Therefore, segmental sounds is very important to be understood.

Segmental sounds show and explain the kind of consonant and vowel sounds. Seferoglu (2005) states that segmental sound is a system that include individual vowels and consonants. According to Coniam (2002) segmental sound is relatively more easily explained and taught than the supra-segmental features. Segmental sounds relate to sounds at the micro level. They include specific sounds within words. In English british sounds there are 46 sounds, include vowel and consonant sounds. The English segmental sounds consist of :

a. Consonants

Kelly (2000:47) states that consonant is formed by interrupting, restricting or diverting the airflow in a variety of ways. Consonant may be classified into voice consonant and voiceless consonant. Dale and Poem (2005:116) state that a voiced consonant is a sound produced when the vocal cords are vibrating. While, voiceless consonants is a sound made with no vibration of the vocal cord.

According to Ladefoged (1982:24) consonants consist of 24 kinds; [p], [b], [t], [d], [k], [g], [t̪], [d̪], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [m], [n], [ŋ], [l], [r], [j], [w]. In order to form consonants, the airstream through the vocal tract must be obstructed in some way. Consonants can therefore be classified according to the place and manner of articulation.

1) Place of Articulation

The place of articulation means that the place or where the sounds are produced. Jones (1987:25) states that English consonants can be classified based on the organ which articulates them (place of articulation). Consonant sounds consist of nine main classes as following :

- a) Bilabials, the sounds are produced by both lips. Produced by putting two lips together. The sounds [p], [b], [m] are bilabial.
- b) Labiodentals, the sounds are made with the upper teeth ('dental') against the lower lip ('labio'). The labiodental sounds are [f] and [v]. Labiodental sounds can be made with the teeth against either the inside surface of the lip or the outside edge of the lip.
- c) Dentals, the sounds are pronounced by inserting the tip of the tongue between the teeth. Some people have the tip of the tongue protruding below the upper front teeth ; other have it close behind the upper front teeth. Both these kinds of sounds are normal English and both may be called dental. Interdental sounds are [θ], [ð].
- d) Alveolars, the sounds made by the articulation of the tip of the tongue towards the alveolar ridge, the ridge of cartilage behind the teeth. The sounds of alveolars are [t], [d], [n], [s], [z], [l].

(1) For [t], [d], [n] the tongue tip is raised and touches the ridge, or slightly in front of it.

- (2) For [s] and [z] the sides of the front of the tongue are raised, but the tip is lowered so that air escapes over it.
- (3) For [l] the tongue tip is raised while the rest of the tongue remains down, permitting air to escape over its sides.
- e) Palatals, the sounds are made by the articulation of the body of the tongue towards the hard palate. The people produce this sound should be able to feel that the front of the tongue is raised toward the hard palate. Try to hold the consonant position and breathe inward through the mouth. It will probably be able to feel the rush of cold air between the front of the tongue and the hard palate. The sounds of palatals are [tʃ], [dʒ], [j].
- f) Palato Alveolar, these sounds are articulated when the tip the blade of the tongue approaches or touches the alveolar ridge and the main body of the tongue approaches the hard palate in the mouth (Kaharuddin, 2018:44). The sounds of palato alveolar are [ʃ], [ʒ], [r].
- g) Velars, the sounds are produced by raising the back of the tongue to the soft palate or velum. The sounds of velars are [k], [g], [ŋ]. In all these sounds the back of the tongue is raised so that it touches the velum.
- h) Glottal, [h] is from the flow of air through the open glottis, and past the tongue and lips as they prepare to pronounce a vowel sound, which always follows [h].

- i) Labio-velar, this consonant sound is produced when the back part of tongue contacts the soft palate and lips also come close to each other (Kaharuddin, 2018:46).

Ladefoged (1982:8) states that to get feeling of different place of articulation, consider the consonant at the beginning of each of the following words : “wing, win, whim.” Say these consonants by themselves. Are they voiced or voiceless ? When you say these consonants by themselves, note whether the air is coming out through the mouth or the nose. In the formation of these sounds the point of articulatory closure moves forward, from velar, through alveolar. To bilabial. The soft palate is lowered-there is no velic closure so that the air can come out through the nose.

2) The Manner of Articulation

Speech sounds also vary in the way the airstream is affected as it flows from the lungs up and out of the mouth and nose. It may be blocked or partially blocked; the vocal cords may vibrate or not vibrate. It is the manner of articulation. The classification of the manner of articulation are :

- a) Stops or plosives, the sounds where a complete closure is made in the oral tract between two articulators; this stops the air moving out of the oral tract. Stop articulations include a whole range of sound types, which vary according to the kind of airflow (oral vs nasal) and whether the closure can be maintained for a long time or not. The sounds of stops are [p], [t], [k], [b], [d], [g].

- (1) [p], [b], [m] are bilabial stops, with the airstream stopped at the mouth by the complete closure of the lips.
 - (2) [t], [d], [n] are alveolar stops; the airstream is stopped by the tongue, making a complete closure at the alveolar ridge.
 - (3) [k], [g], [ŋ] are velar stops with the complete closure at the velum.
 - (4) [tʃ], [dʒ] are palatal affricatives with the complete stop closures.
- b) Fricatives, the sounds are the result of two articulators being in close approximation with each other. This is a degree of stricture whereby the articulators are held close enough together for air to pass between them, but because the gap between them is small, the airflow becomes turbulent and creates friction noise. The fricative sounds are [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h].
- (1) [f], [v] are labiodental fricatives; the friction is created at the lips and teeth, where a narrow passage permits the air to escape.
 - (2) [θ], [ð] are interdental fricatives, the friction occurs at the opening between the tongue and teeth.
 - (3) [s], [z] are alveolar fricatives, with the friction created at the alveolar ridge.
 - (4) [ʃ], [ʒ] are palatal fricatives, produced with friction created as the air passes between the tongue and the part of the palate behind the alveolar ridge.
 - (5) [h] is a glottal fricative. It is a relatively weak sound that comes from air passing through the open glottis and pharynx.

- c) Affricatives, the sounds are produced by a stop closure followed immediately by a gradual release of the closure that produces an effect characteristic of a fricative. The sounds of affricatives are [tʃ], [dʒ].
- d) Nasal and Oral Sounds. The sounds [m], [n], [ŋ] are nasal sounds. Which is produced when the velum is not in its raised position, air escapes through both the nose and the mouth. The sounds [b], [d], [g] are oral sounds. Which is produced with the velum up, blocking the air from escaping through the nose, because the air can escape only through the oral cavity.
- e) Lateral (Liquid), in the production there is some obstruction of the airstream in the mouth, but not enough to cause any real constriction or friction. The sound of lateral is [l].
- f) Approximants, alternatively called approximants because the articulators approximate a frictional closeness, but no actual friction occurs. The first three are central approximants, whereas [l] is a lateral approximant. The sounds of approximants are [w], [j], [r].

3) Distinctive Features

Based on Ruben (2014) all segments are defined by their acoustic and articulatory properties. These properties are their features. Since these features are the smallest phonological constituents that can distinguish words they are called distinctive features. In this case, the researcher focusses on the voiced feature. One of the features that can distinguish the phoneme is the voiced feature. Which are the voiced sounds and voiceless sounds. For example, there are two phonemes of bilabial

stop, those are [p] and [b], but it will be differentiate based on voiced where [b] is voice while [p] is voiced.

Table 1 *Place of Articulation, Manner of Articulation, and Distinctive Feature*

Manner of Articulation	Distinctive Features	Place of Articulation							Glottal	Labio-velar
		Bilabial	Labiodental	Dental	Alveolar	Palatal	Palato Alveolar	Velar		
Stop/Plosive	Voiceless	[p]			[t]			[k]		
	Voice	[b]			[d]			[g]		
Fricative	Voiceless		[f]	[θ]	[s]		[ʃ]		[h]	
	Voice		[v]	[ð]	[z]		[ʒ]			
Affricative	Voiceless					[tʃ]				
	Voice					[dʒ]				
Nasal	Voiceless	[m]		[n]				[ŋ]		
	Voice									
Lateral	Voiceless				[l]					
	Voice									
Approximant	Voiceless									
	Voice					[j]	[r]			[w]

Source : Justice, 2004

Table 1 above shows consonant sounds those are based on place of articulation, manner of articulation and distinctive features.

b. Vowels

Kelly (2000:29) states vowels are articulated when a voice airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. In English british sounds there are 22 vowel sounds which are consist of diphthong and monophthong. Monophthong sounds are [i:], [I], [ɜ], [ʊ], [ɔ:], [ɒ], [e], [ɛ:], [ɐ], [ɪ],

[u:], [ɪ], [ʊ] and [æ]. Besides, diphthong sounds are [aɪ], [ɪə], [eɪ], [əʊ], [ɔɪ], [ʊə] and [eɪ].

Based on statements by David (2005:21), there are tongue and lip position in vowels. The three most important properties for defining vowels are height, back, and round. The height of vowel refers to the fact that the tongue is high when producing the vowel sounds.

Kaharuddin (2018:89) assumes that sounds are cover the place of articulation (openness of the mouth, and the lips), the manner of articulation (openness of the mouth, tongue elevation, position of tongue elevation, and lips' shapes), and distinctive feature of vowel sounds (duration of vocalization in terms of tense/long and lax/short).

1) Openness of the mouth

Williamson, G (2015) states that the quality of vowel sounds can be different from one another according to the extent to which the jaws are either open and close ('not closed', as a complete closure would prevent the free flow of air out of the mouth). According to Alexander (2016), If the tongue is higher, nearer the hard palate ('roof' of the mouth) called a close vowel sound. For example the sound [i] as in the word bee. If the symbol is lower on the chart, the tongue is lower, and the vowel sound is referred called an open vowel. For example the sound [ɪ] as in the word palm.

2) Tongue elevation

Kaharuddin (2018:84) states that the tongue also plays a decisive role in influencing the quality of vowel sounds by altering its position in the mouth. Three primary heights are generally recognized, namely high, mid, and low, those are :

- a) High, the sounds are the tongue very close to the roof of the mouth. The sounds of high are [i:], [I], [u:], and [].
- b) Mid, those somewhat lower. The sound of mid are [e:], [], [], [:], [], [:], [], [eɪ], [ɔɪ], and [].
- c) Low, those for which the tongue is at the bottom of the mouth are low. The low sounds are [a:], [æ], [aɪ], and [].

3) Position of tongue elevation

Three phonetic degrees of horizontal tongue positioning are generally recognized; front, central, and back.

- a) The front sounds are the ones in the production of which the front part of the tongue is raised the highest. The sounds of front are [i:], [I], [], [æ], [], and [:].
- b) The central sounds are part of the tongue maintains its highest position. The sound of the central is [].
- c) The back sounds are the back of the tongue is held the highest. The sounds of back are [:], [], [u:], [a:].

4) Lips' Shapes

Based on Roach (1983:14), there is another important variable of vowel quality and that is lip-rounding. Although the lips can have many different shapes and positions, this stage consider only three possibilities, there are :

- a) Rounded, where the corners of the lips pushed forwards. The sounds of rounded are [ɪ], [ʊ], [ɔ:], [ʌ], [u:], [ɔ], [ɒ], [ɜ:], [ɜ].
- b) Unrounded, with the corners of the lips moved away from each other, as far smile. The sounds of spreadvare [i:], [I], [ɪ], [æ], [e:], [ɪə], [eɪ], [aɪ], [ɪ], and [ɔ:].
- c) Neutral, where the lips are not noticeably rounded or spread. The noise most English people make when they are hesitating (written 'er') has neutral lip position.

5) Duration of vocalization

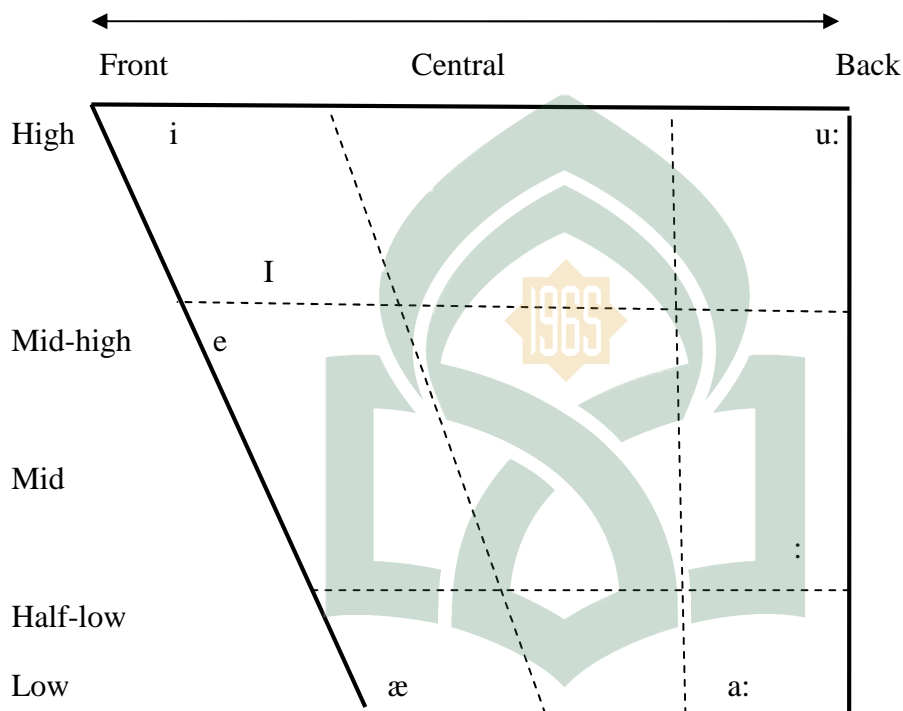
The other aspect is about the muscular tension in the tongue and jaw.

- a) Tense, the tongue and other parts of the vocal apparatus are relatively tense. The sounds of tense vowels are [i:], [e:], [u:].
- b) Lax, the muscles of the vocal apparatus are relatively loose. The sounds of lax are [I], [ɪ], [æ], [ɪ], [ɪ], [a].

Ladefoged (1982:80) says that to characterize the differences between tense and lax vowels and the lax vowel that is nearest to it in quality. Both these low lax vowels are shorter than the low tense vowel. Speakers of most forms of British English have an additional lax vowel. They have the tense vowel [a] as in "calm, car,

card” in both open and closed syllables; and they also have a lax vowel [a] in “cod, common, con” which occurs only in closed syllables.

Chart 1. *A vowel chart showing the relative vowel qualities represented by some of the symbols used in transcribing English.*



Explanation above denoted about monophthong. As we know that, vowel sounds consist of monophthong and diphthong. Monophthong means one single sound. While, diphthong means two sounds. According to Hamann (2005: 18), he states that diphthong is vowel sounds that change character during their pronunciation, that is begin at one place and move towards another place.

Based on Saputri (2016: 78), she classifies diphthong into three groups; diphthong with a mid or high front, diphthong with a mid or high back, and

diphthong with mid central. In British English there are 8 diphthong sounds, those are:

[eɪ] : tense mid low front unrounded to high front unrounded

[aɪ] : tense low back unrounded to high front unrounded

[ɔɪ] : tense mid back rounded to high front unrounded

[ɪ] : tense mid central unrounded to mid high back rounded

[ʊ] : tense low back unrounded to mid high back rounded

[ɪə] : tense high front unrounded to mid central unrounded

[ʊ] : tense mid back rounded to mid central unrounded

[ɪ] : tense mid high back rounded to mid central unrounded

Diphthong is vowel sounds which have more than one sound. According to Ramelan (1999:81) diphthong is a kind of vowel sound with a special feature; that is there is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable. Further, Ramelan classifies diphthong into two categories, those are closing and centering diphthongs. Closing diphthong occurs when the movement of the tongue is carried out from the position of open vowel to that of a closer vowel. There closing diphthongs in English are [eɪ], [aɪ], [ɪ], and [ɔɪ]. Meanwhile, when the movement of the tongue is carried out towards the central vowel [ɪ], the diphthong is called a centering diphthong. There are four centering diphthongs; [ɪə], [ʊ], [ɪ], and [e ɪ].

Table 2 *Height, Frontness, of Tongue Position and Muscle Tenseness*

Height	Tenseness	Frontness		
		Front	Central	Back
High	Tense	[i:]		[u:]
	Lax	[ɪ]		[ʊ]
Mid	Tense	[e:]		[ɜ:]
	Lax	[ɛ]	[ə]	[ɝ]
Low	Tense			
	Lax	[æ]		[a:]
Diphthong	[ɪə], [eɪ], [aɪ], [ɔɪ], [ɔə], [əʊ], [aʊ], [ɔʊ]			

Source : Justice, 2004

2. Constraints in Producing English Sounds

Some of the students still produce English segmental sounds unnatural. For example; In the word “give” it should be pronounced as /giv/, but they pronounced it as /gif/. The final sound must be voice labiodental fricative [v], not voiceless labiodental fricative [f]. Another problem is in word “bath”. It should be pronounced as /ba: /, but they pronounced it as /ba:t/. The final sound must be voiceless dental fricative [θ], not voiceless alveolar stop [t]. The students get difficulties to producing English segmental sounds natural. Based on it, the researcher will identify what kind of sounds they produce unnatural and what factors causing them to produce English segmental sounds unnatural.

3. Assessing Constraints in Language Production

Based on explanation above, the researcher found the definition of assessing constraints as follows :

a. Assessing

Assessing comes from the “assess” word. According to Merriam-Webster dictionary, the meaning of assess is to determine the importance, size, or value of, assess the problem, and assess the damage. According to Oxford dictionary, assess is to evaluate or estimate the nature, ability, or quality of. Crips et al (2003:3) states that assessing ‘involves collecting and analysing information about the students with the aim of understanding their situation and determining recommendations for any further professional intervention’.

Pinter (2006:131) states that assessing refers to the process of data analysis that used to get evidence about their learners' performance and progress in learning. Assessing means the process of gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences in learning English. (University of Oregon, Teaching Effectiveness Program).

The researcher denoted that assessing refers to collecting information and making judgements about learners' knowledge of uttering English. In this case, assessing is the act of estimating the ability of the students in uttering English segmental sounds, and to see what kind of sounds they can utter natural and unnatural. Jannet (1998:27) states that assessing means the gathering of information

to make critical decisions about the learners. A variety of methods are used to gather the informations including :

1) Observation

Observation is the careful consideration and analysis of students' behaviour and performance based on a broad range of contexts. Observation is the most important assessing tool researchers use. In order to use observation effectively, the researcher needs to know a lot about students, language and how students learn language. In this case, the researcher has done an observation and got some information, such as the students of English Education Department learnt Phonetic in two subjects, they are Phonetic and Phonology in the second semester, and Introduction to Linguistic in the fifth semester. The students learnt about the production of speech sounds. The kinds of vowel and consonant sounds, which were front, central and back sounds, how high the tongue and lower jaw when produce the sounds, whether the lips were rounded and spread, whether they were short and long, and which were voiced and voiceless consonant sounds.

2) Organizing/recording Observational Data

If observation accepted by the researcher, then it needs to find ways of effectively recording data gathered in this way. When observational data recorded, it could give concrete evidence of students' learning. Observational data means a cursory method for obtaining general information about the student's development and detecting any potential problems. In this case, the resarcher gave some pictures and asked the student individually to describe the pictures. While the student

described the picture, the researcher recorded by using recorder like mobile phone to analyze the data. The output of the recording file for each student saved in the form of digital files. After the recording completed, the researcher listened carefully to speech sounds and transcribed the students' outcomes. The symbol used in the process of the transcribing was based on IPA or the International Phonetic Alphabet (revised to 2005) in Ogden (2009).

3) Defining and Identifying the learning outcomes

Multiple ways of assessing were usually used, one of them were defining and identifying. It was important to determine how the data collected. Levels of students performance for each outcome was often described and assessed with the use of rubrics. In this case, the researcher identified the sounds uttered naturally and unnaturally. Then, the researcher used a percentage rubric to determine what sounds frequently uttered unnatural.

4) Reporting the Information

Reporting the information is the process of analysing, reflecting upon, and summarising assessing information, and making judgements and/or decisions based on the information collected. Reporting involves communicating the summary and interpretation of information about students production in uttering English segmental sounds. In this case, the researcher would know what kinds of the sound uttered unnaturally by the students. In this step the researcher also made conclusion of the students production about English segmental sounds.

b. Constraint

Constraint is difficulties, obstacles that faced by the students in uttering the English segmental sounds. The difficulties they faced make them get the some errors to produce English segmental sounds natural. Corder (1981) classifies some kind of errors. The first is error of omission where some element is omitted that should be present, errors of addition where some elements presented should not be there, errors of selection where the wrong item has been chosen in place of the right one, errors of ordering where some elements presented are correct but these are wrong in sequence.

Based on explanation above, assessing constraint in language production is one way to estimate the ability of the students in uttering English segmental sounds, seeing what kinds of sounds they can utter natural and unnatural and what difficulties they face when uttering the unnatural English segmental sounds.

4. The Causal Factors Production of British English sounds unnatural

The aim of assessing process was to identify the sounds production by the students of English Education Department. After identifying the sounds, the researcher knew which were the sounds uttered naturally and unnaturally. To know the causal factor of production sounds unnaturally, the researcher used a questionnaire. The questionnaire consists of some questions that could answer the causal factors of production unnatural English segmental sounds by the students.

CHAPTER III

RESEARCH METHODOLOGY

A. *Research Method*

There are two kinds of method that usually used in research, those are quantitative and qualitative research. In this research, the researcher used descriptive qualitative method.

Starrus and Corbin as cited in Basrowi and Suwardi, (2008:1) state that qualitative method is an attempt to analyze social life, history, behavior, organization functioning, social movement, and interrelationship. (own word)

Arikunto (2013:234) defines descriptive research as research which intends to collect information about anything that happen in that place according to the naturalistic occasion. The descriptive method's aim is to make a description of phenomenon, and then looks for to relation one another. There was no treatment during the observation.

B. *Population and Sample*

1. Population

Arikunto (2010:173) states that population is totality all of the research subjects. The population of this research was the students of English Education Department intake 2015 of Alauddin State Islamic University of Alauddin Makassar. There were two classes, the total number of the students are :

Table 3 *The number of Students of English Education Department*

No	Class	The Number of Students
1.	English Education Department 1.2	37
2.	English Education Department 3.4	38
Total of Population		75

Source: English education Department year 2017/2018

2. Sample

Arikunto (2010:174) states that sample is part or representative of that population investigated. The sample was the students from PBI 3 and 4 and only 8 students became the sample of this research. The way to take the sample of this research was using Purposive sampling, where the researcher has some requirements for the sample of the research.

According to Sugiyono (2008:85), purposive sampling is a technique determination of samples with certain considerations. This technique can be interpreted as a process of sampling by determining the number of samples to be taken, then selection samples based on specific goals and characteristics. In this case, the specific characteristic for the sample was the students must be high intermediate.

To know the students who were in high intermediate level, the researcher used TOEFL score. The researcher assured that the students who got the score TOEFL in high intermediate level have a good ability in English. According to Carson, et al., (1990). There are four level of classification the TOEFL score, those are :

- a. Elementary Level (Elementary): 310 sd 420
- b. Lower Secondary Level (Low Intermediate): 420 sd 480
- c. Secondary Level (High Intermediate): 450 sd 520
- d. Advanced (Advanced): 525 sd 677.

The score below 450 indicates that the students' English skill is still standard (or even low). While, the value 450 to 520 indicates the ability of English is above average, but there were some things need to be reviewed, it could be listening, structure, or reading aspect.

Based on the explanation above, the researcher chosed the high intermediate level because the ability of the students was good enough. The students who got the high intermediate score must have good ability in English. For example, in listening section of TOEFL, the students must not answer the question well if did not understand what the speaker says. The students understood because they knew the elements of sounds that produced by the speaker.

While the elementary and low intermediate describe the ability of the students' was still low. If the researcher choosed this level to be the specific characteristic for the sample, the finding of this research which was the production of English segmental unnaturally dominated. While, the advanced level was very high. The finding of the research dominated by the production of English segmental sound natural. Besides, some students of English Education Department may be not able to chase the score of advanced level.

C. Research Time and Place

This research conducted in May 2017-September 2018. Location of this research was in UIN Alauddin Makassar in Jl. Sultan Alauddin No 63. Samata-Gowa.

D. Research Instruments

Arikunto (2006:160) states that instrument is tools or facilities used by the researcher in collecting the data in order to make his or her work easier and the result is better. Therefore, the researcher concluded that instrument takes an important role in the research.

1. Picture Description Task

Picture description task was one of the instrument of this research to collect the data. This research consists of some pictures that presented by the subject of this research. The students described the pictures about 5 minutes. Picture description task conducted to know the specific sounds produce by the students naturally and unnaturally. In this case, the researcher choosed the general picture around the students. The general pictures described by the students easily.

2. Questionnaire

Sugiyono (2016:199) defines questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. This instrument used to get more specific information to know the causal factors of production English segmental sounds unnaturally by the students. This questionnaire answered the second research question of this research.

According to Hakim (2018:78), to get types of information, the questionnaires need to be made first. In making questionnaires, there were three underlying principles to consider. The first was the structure of the questionnaire. In this case, the questionnaire consists of some informations, such as the researcher, the research, introduction, and personal information of the respondent.

The second was the theoretical foundations needed to be adapted in deciding questions. All the questions made based on the theory. Norrish (1983) classifies causes of production English sounds unnaturally into three types those were carelessness, first language interference, and translation.

Based on the theory, the researcher made some indicators to determine what factors caused of production British English segmental sounds unnatural based on the students' questionnaire outcomes. The result of the students' questionnaires described in the form of table that show the reason why the students produce the sounds unnatural. Those tables were :

Table 4. *Specification of Instrument of Causal Factors the Production of British English sounds Unnatural*

No	Aspects	Indicators
1.	Carelessness	1. Less of motivation to learn how to produce the sounds
		2. Lack of knowledge about the production of sounds
		3. The failure to concentrate when speaking
		4. Less Practice
2.	The First Language Interference	5. Prefer to produce the sound based on their mother tongue interference
		6. Accent
3.	Translation	-

Table above showed the specification of theory about the causal factors the production of British English sounds unnatural. There were some indicators why the students produce the sounds unnatural. This indicators adjusted to the students answer in questionnaires.

The third step was the types of questions to be included in the questionnaire. This questionnaire consists of two parts, those were Open and Close. The close parts answer the questions about Yes/No question. While the Open parts answer the questions that include with reasons. According to Richards (2010) In Open ended question, the response alternatives limited by the examiner or test item. In other hand, closed ended question included a prompt, stem, or elicitation followed by alternative response or answers.

E. *Data Collection Procedures*

The steps to get empirical data were as follows :

1. Picture Description Task

At the beginning of data collection, the researcher gave some pictures and the researcher asked the student individually to look at the pictures for at least 5 minutes. Next, the students started describing the pictures.

2. Recording

While the students described the picture, the researcher recorded by using recorder like mobile phone to analyze the data. Recorder meant an instrument for recording sounds, picture or both. The output of the recording file for each students saved in the form of digital files.

3. Transcribing

After the recording completed, the researcher listened carefully to speech sounds and transcribed the students' outcomes. In this case, The researcher kept a permanent account of the student voices in producing English sounds by writing them down and making every English sounds which were produced naturally and unnaturally. The symbol used in the process of the transcribing based on IPA or the International Phonetic Alphabet (revised to 2005) in Ogden (2009). Then, the researcher selected the correct sentences produced by the students to analyze the data. The correct sentence was the complex sentences which has complete subject and verb. Next, the students' recordings analyzed to find natural and unnatural sounds.

4. Questionnaire

After the data transcribed and the specific sounds that frequently uttered naturally and unnaturally were identified from the utterances provided by the students. Next, the researcher gave a questionnaire. The questionnaire conducted to know the causal factors producing natural and unnatural English segmental sounds by the students.

F. Data Resources

The primary data resources of this research were the students of English Education Department at UIN Alauddin Makassar, intake 2015/2016 which consists of two classes, those are the student of English Education Department 1&2 and the students of English Education Department 3&4. In this research, the researcher chooses the student of English Education Department 3&4 as a sample.

The primary data resources that researcher took from the students of English Education Department 3&4 were about 8 students. The researcher decided to take the students based on their TOEFL score. The students in high intermediate level were the sample of this research because the students who got the high intermediate score must have good ability in English.

The mainly qualitative data of this research took from the students' picture description task and questionnaire outcomes. The picture description task gave to the students aimed to assess the students ability in uttering the British English segmental sounds. Based on their sounds production, the researcher knew which sounds they

produced naturally and unnaturally. Besides that, students' questionnaires also used to measure what causal factors of production British English segmental sounds unnatural. The researcher used the theory to know what factors the students produced the sounds unnaturally by Norrish (1983).

G. Data Analysis Techniques

According to Jannet (1998:27), assessing means the gathering of information to make critical decisions about the learners. There were some variety of methods used to gather the information. The sequences of the data analysis were as follows :

1. Observation

Observation is the careful consideration and analysis of students' behaviour and performance based on a broad range of contexts. In this case, the researcher has done an observation and got some information, such as the students learnt about the production of speech sounds. The kinds of vowel and consonant sounds, which were front, central, and back sounds, how high the tongue and lower jaw when produce the sounds, whether the lips were rounded and spread, whether they were short and long, and which were voiced and voiceless consonant sounds.

2. Organizing/recording Observational Data

If observation accepted by the researcher, then it needed to find ways of effectively recording data gathered in this way. When observational data recorded, it gave concrete evidence of students' learning. In this case, the resarcher gave some pictures and asked the student individually to describe the pictures. While the students

described the picture, the researcher recorded by using recorder like mobile phone to analyze the data. After the recording completed, the researcher listened carefully to speech sounds and transcribed the students' outcomes. The symbol used in the process of the transcribing based on IPA or the International Phonetic Alphabet (revised to 2005) in Ogden (2009).

3. Defining and Identifying the learning outcomes

It is important to determine how the data collected. Levels of students performance for each outcome described and assessed with using rubrics. The researcher identified the sounds uttered naturally and unnaturally. Then, the researcher used a percentage rubric to determine what sounds frequently uttered unnatural. To find the percentage of frequency in each type of production English sounds unnaturally, the formula used as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P: Symbol of percentage

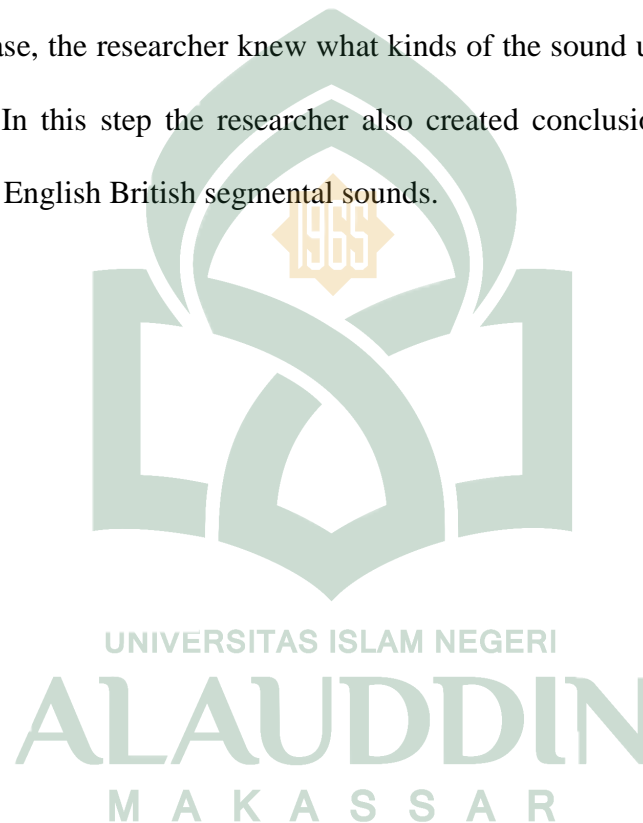
F: Number type of errors

N: The total number of type of errors.

(Anas Sudijo, 2015:43)

4. Reporting the Information

Reporting the information is the process of analysing, reflecting upon, and summarising assessing information, and making judgements and/or decisions based on the information collected. Reporting involves communicating the summary and interpretation of information about students production in uttering English segmental sounds. In this case, the researcher knew what kinds of the sound uttered unnaturally by the students. In this step the researcher also created conclusion of the students production about English British segmental sounds.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion. The finding shows the result of the research about the production of English segmental sounds uttered by the students of English Education Department at UIN Alauddin Makassar. The discussion shows the interpretation of the finding. Further presentations about the case are presented in the description below.

A. Findings

The findings of this research consist of the data obtained from classroom research those were picture description task and questionnaire. Picture description task was conducted on 3 May 2018 in English Education Department 3.4 class at UIN Alauddin Makassar for 90 minutes. The total respondents were 8 students. All the respondents were five female and three male students. The gender of the respondent did not influence the sounds production in this research.

1. The Production of Sounds Uttered by the Students

The data were collected from the students in uttering English segmental sounds which sounds they uttered naturally and unnaturally. It compared with International Phonetic Alphabet. The total data were five hundred and twenty four (524) words. There were 28 kinds of sound uttered by the students unnaturally, 14 consonant sounds and 14 vowel sounds.

a. The Students Production of Consonant Sounds

There were consonant sounds uttered unnaturally by the students :

Table 5 *The Students' Production of Consonant Sounds*

No.	Sounds	Frequency of sounds uttered unnatural	Percentage
1.	[p] Voiceless Bilabial Stop	-	-
2.	[b] Voiced Bilabial Stop	-	-
3.	[m] Voiceless Bilabial Nasal	-	-
4.	[ɱ] Voiced Bilabial Nasal	-	-
5.	[ɸ] Voiceless Labiodental Fricative	-	-
6.	[β] Voiced Labiodental Fricative	8	2,6 %
7.	[θ] Voiceless Dental Fricative	5	1,6 %
8.	[ð] Voiced Dental Fricative	132	43,4 %
9.	[t] Voiceless Alveolar Stop	14	4,6 %
10.	[d] Voiced Alveolar Stop	27	9,8
11.	[n] Voiceless Alveolar Nasal	-	-
12.	[ɲ] Voiced Alveolar Nasal	3	1 %
13.	[s] Voiceless Alveolar Fricative	-	-
14.	[z] Voiced Alveolar Fricative	18	5,9 %
15.	[ʃ] Voiceless Palato-Alveolar Fricative	-	-
16.	[ʒ] Voiced Palato-Alveolar Fricative	8	2,6 %
17.	[ç] Voiceless Palato-Alveolar Fricative	2	0,7 %
18.	[j] Voiced Palato-Alveolar Fricative	4	1,3 %
19.	[ɹ] Voiceless Palato-Alveolar Fricative	-	-
20.	[ʁ] Voiced Palato-Alveolar Fricative	72	23,7 %
21.	[k] Voiceless Velar Stop	6	1,10 %
22.	[g] Voiced Velar Stop	2	0,7 %
23.	[ŋ] Voiceless Velar Nasal	-	-
24.	[h] Voiceless Glottal Fricative	-	-
25.	[w] Voiced Labio-velar Glide	3	1%
Total		304	100 %

Source: Primary data processing

After transcribing the data into phonetic transcription, it was analyzed carefully. Then found some sounds were produced unnaturally by the students.

The table above denoted that the highest sound produced unnaturally of consonant sounds by the students was the sound [ð] about 43.4 %. The students frequently uttered the sound into [d] in the initial position and [t] in the final position. In the word **the** the student mostly pronounced it as [di:z] whereas the correct was [ði:z].

The second highest sound frequently uttered by the students was [r] about 23.7%. Both of Indonesian and English have this sound, but the students sometimes got difficulties in uttering the sound in the middle and final position. It should be silent sound but the students pronounced it clearly. In the word **dirty** must be pronounced as [d ti] but the students pronounced it as [d rti].

The third sound frequently uttered unnaturally by the students was sound [d] about 9.8%. This sound exists in Indonesian and English sound but the students sometimes got difficulties in uttering the sound in the middle and final position. It should be silent sound but the students pronounced it clearly. In the word **and** must be pronounced as [ænd] but the students pronounced it as [en].

The fourth highest sound uttered unnaturally by the students was the sound [z], it was about 5.9%. This sound found in Indonesian system but it was rarely used and mostly found in initial sound, therefor the students got difficulties when uttering the sound in final position of words. Moreover, sound [z] commonly

produced as [s]. In the word **was** must be pronounced as [w z] but the students pronounced it as [w s].

The fifth sounds were frequently uttered unnaturally by the students was [t] about 4.6%. Both Indonesian and English have this sound, but the students sometimes got difficulties in uttering the sound in the middle and final position. It should be pronounced clearly, but mostly students omitted the sound. In the word **start** must be pronounced as [st t], whereas the student pronounced it as [st r]. The students uttered the sound unnaturally because omission the sound [t].

The sixth sounds frequently uttered unnaturally by the students were [v] and [t] about 2.6%. The sound [v] found in Indonesian system but it was rarely, therefore the students got difficulties when uttering the sound of some words. Moreover, sound [v] commonly produced as [f]. In the word **of** must be pronounced as [v] but the students pronounced it as [f]. Besides, the sound [t] did not exist in Indonesian system, therefore the students got some difficulties in uttering the sound natural. The word **picture** some students pronounced it as [pɪk rɪz], instead of [pɪk t rɪz]. The replacement sound [t] into sound [c].

The seventh sound commonly uttered unnaturally by the students was sound [k] about 1.10%. This sound exists in Indonesian sound but the students got difficulties uttered the sound in the middle position, not in initial position. The word **picture** produced by the students as [pɪc rɪ], whereas the correct is [pɪk rɪ]. The students tended to omitted the sound [k].

The eighth sound uttered unnaturally was [ʔ] about 1.6%. This sound did not exist in Indonesian sound system. Therefore this sound frequently uttered unnaturally by the students. The sound [ʔ] tended to replace with sound [t]. In the word **third** must be pronounced as [tʰɪd]. The student pronounced [tʰɪrd]. The students tended to replace the sound [ʔ] into [t].

The ninth highest sound uttered unnaturally by the students was [ɪ] about 1.3%. This sound also did not exist in Indonesian sound, therefore the students got some difficulties to produce it naturally. For example in word **finish**, the students pronounced it as [fɪnɪʃ], instead of [fɪnɪʃ].

The production of sounds [l] and [w] uttered unnaturally appeared in the same frequency, the percentage was 1%. These sounds did not cause the problem in initial position, only in middle and final position. These sounds commonly omitted in some words but the students uttered clearly. In word **walk** must be pronounced as [wɔːk] but the students pronounced as [wɔːlk], the word **window** pronounced as [wɪndəw] by the students, instead of [wɪndəw].

The last sounds uttered unnaturally were sounds [j] and [g] in the same frequency, the percentage was 0.7%. The sound [j] uttered as [y] in Indonesian sound. In the word **student** pronounced as [stjuːdnt] but the students pronounced it as [stuːdɪn], they tended to omit the sound [j]. The sound [g] exists in Indonesian sound. The students tended to add the sound in some words. For example, word **brought** pronounced as [brɪgt] by the students, instead of [brɪgt].

b. The Students Production of Vowel Sounds

The result below describes vowel sounds uttered unnaturally by the students

Table 6 *The Student's Production of Vowel Sounds*

No.	Sounds	Frequency of sounds uttered unnatural	Percentage
1.	[i:] Tense High Front Unrounded	4	2,2 %
2.	[ɪ] Lax Mid High Front Unrounded	1	0,5 %
3.	[ɑ:] Tense Low Back Unrounded	20	11,4 %
4.	[ɒ] Lax Low Back Unrounded	-	-
5.	[ɔ:] Tense Mid Back Rounded	29	16,2 %
6.	[ɔ] Lax Mid Back Rounded	-	-
7.	[e] Lax Mid Low Front Unrounded	-	-
8.	[ə] Tense Mid Central Unrounded	15	8,3 %
9.	[ə] Lax Mid Central Unrounded	10	5,5 %
10.	[ə] Lax Low Back Rounded	19	10,4 %
11.	[u:] Tense High Back Rounded	-	-
12.	[ʊ] Lax Mid High Back Rounded	-	-
13.	[ʌ] Lax Mid Low Central Unrounded	5	2,7 %
14.	[æ] Lax Low Front Unrounded	40	22
15.	[aʊ] Tense Low Back Unrounded to Mid High Back Rounded	1	0,5 %
16.	[aɪ] Tense Low Back Unrounded to Mid High Front Unrounded	3	1,6 %
17.	[ɪə] Tense Mid High Front Unrounded to Mid Central Unrounded	-	-
18.	[eɪ] Tense Mid Low Front Unrounded to Mid High Front Unrounded	4	2,2 %
19.	[oʊ] Tense Mid Central Unrounded to Mid High Back Rounded	19	10,4 %
20.	[oɪ] Tense Mid Back Rounded to Mid High Front Unrounded	-	-
21.	[oə] Tense Mid High Back Rounded to Mid Central Unrounded	-	-
22.	[eə] Tense Mid Low Front Unrounded to Mid Central Unrounded	11	6 %
Total		181	100 %

Source: Primary data processing

The highest sounds uttered unnaturally by the students was sound [æ] about 22%. The students mostly tended to replace the sound [æ] into sound [e] which is lax mid low front unrounded and [ɔ] which is lax low back unrounded. For example in word **saturday**, the student tended to pronounced it as [s t deɪ] instead of [sæt deɪ]. In word **and**, the pronunciation must be [ænd] but the students pronounced it as [en].

The second the sound frequently uttered unnaturally by the students was sound [ɔ:] about 16.2%. This sound categorized as a long vowel (tense mid back rounded). Same as the sound [ɔ], this sound also commonly produced as a short vowel [ɒ] (lax mid back rounded) and addition some sounds which should be ommited. For example, in word **walk**, the students pronounced it as [w lk], whereas the correct is [w :k]. The students tended to replace the sound [ɔ:] into sound [ɒ] and produced the sound [l] clearly which should not.

The third sound commonly uttered unnaturally by the students was sound [ɔ] about 11.4 %. This sound categorized as a long vowel (tense low back unrounded vowel), but most of students produced it as a short vowel [ɒ] (lax low back unrounded vowel) and addition sounds after the sound [ɔ]. In word **are** should be pronounced as [ɔ] but the students pronounced it as [r].

The fourth sound commonly uttered unnaturally by students was [ɒ] about 10.4 %. This sound found in British sound, categorized as lax low back rounded vowel. Some students tended to replace the sound into sound [ɔ] (max low back unrounded) and [ɔ] (lax mid back rounded), it because this sound did not exist in

Indonesian sound. In word **what** and **of**, must be pronounced as [w t] and [v] but the students pronounced them as [w t] and [f].

The fifth sound frequently uttered unnaturally by the students was [] about 10.4 %. This sound categorized as Tense mid central unrounded but the students tended to replace the sound into sound [] which is lax mid back rounded. In the word **go**, the students pronounced it as [g], instead of [g].

The sixth sound frequently uttered unnaturally by the students was [] about 8.2 %. This sound categorized as tense mid central unrounded vowel, as a long vowel this sound must be produced long when pronounced the word, for example in word **third**, the pronunciation is [d], but some students pronounced it as [t rd]. They did not utter it as a long vowel.

The seventh sound uttered unnaturally by the students was [e] about 6 %. This sound only found in British sound. This sound also do not exist in Indonesian sound, therefor the students uttered the sound unnatural. The students tended to replace the sound [e] which is tense mid low front unrounded into sound [eɪ] which is tense mid front unrounded. In word **their**, the pronunciation should be [ðe] but the students pronounced it as [deɪr].

The eighth sound uttered unnaturally by the students was sound [] about 5.5%. In the students effort to pronounce the sound, they tended to replace it with sound [] (lax low back unrounded) in final and initial position as in the words **until**. In English, the pronunciation of the word is [n tɪl], but the students pronounced as [n 'tɪl].

Another vowel sound which felt problematic to produce unnaturally by the students was sound [ɔ] about 2.7%. Sound [ɔ] categorized as lax low central unrounded. for example, the students pronounced the word **other** as [dɔr], instead of [ðɔ].

The production of sounds [i:] and [eɪ] uttered unnaturally appeared in the same frequency, the percentage was 2.2 %. Sound [i:] also became a problem to produced naturally by the students. When the students produced the sound, they tended to make deviation by replacing the sound with sound [e] (lax mid low front unrounded). The replacement made by the students occurred in word **recycle**. In English, the word pronounced as [ri saɪkl], but the students got difficulties to pronounced it naturally, therefore they pronounced as [re sɪkl]. The students also hard to utter the sound [eɪ]. For this sound, the students tended to replace the sound with sound [e]. For example, as the students were required to pronounce the word **place**, they did not pronounced it as [pleɪs], but this word was pronounced [ples] by the students.

The next sound commonly uttered unnaturally by the students was [aɪ] about 1.6%. This research found that producing diphthong [aɪ] was a problem in uttering English vowel. Commonly the students tended to replace the sound with sound [ɪ] (lax mid high front unrounded) as in word **tidy** in which they pronounced it as [tɪdi], instead of [taɪdi].

The last sounds uttered unnaturally by the students were sound [ɪ] and [a], the sounds have same frequency, the presentage was 0.6 %. Sound [ɪ] categorized as lax mid high front unrounded. The students tended to replace the sound [ɪ] into sound [e] which is lax mid low front unrounded. In word **equipment** must be pronounced as [ɪ kwɪpm nt], but the students pronounced it as [e kwɪpm n]. Then, the sound [a] categorized as tense low back rounded to mid high back unrounded. the students tended to replace the sound [a] into sound [] which is lax mid back rounded. For the word **house**, the students pronounced it as [h s], instead of [ha s].

2. The Causal Factors of Production Unnatural English Segmental Sounds Uttered by the Students.

Some questions gave for the students to get the informations about their ability in learning phonetic. Based on the students' answers, the aims of learning phonetic were to make their pronunciation better, to learn how to produce the sounds because learning phonetic could help them in uttering the sounds naturally as the foreigners.

Based on the students' outcomes from questionnaire, the researcher concluded there were some causal factors of producing English segmental sounds unnaturally:

a. Lack of knowledge about the production of sounds

Based on the students' questionnaire outcomes, mostly students uttered the British English sound because they lack of knowledge about how to produce the sound naturally.

R1) statements:

“Because I do not know the pronunciation of word in British English that do not produce sound [r] clearly”

“Because I do not know how to pronounce it”

“Because I am lack of knowledge about that”

“Because I do not know how to pronounce the sound []”

“Because I do not know how to pronounce the diphthong sound, I do not understand of the sound.”

R4) statements:

“Because I do not know how to pronounce the diphthong sound, I do not understand of the sound.”

“There is no knowledge of me of how the appropriate sound should be like”

R5) statement:

“Because I do not really know when we have to pronounce the sound”

R7) statements:

“Because I do not know how to produce it and I am still learn about that”

From the statements above, mostly students did not understand and know how to produce the sounds naturally even though they have learnt it in some subjects in Department. Some reasons why they were lack of knowledge because they were not interested of the subject, therefore they did not pay attention when the teacher taught and forgot the materials and did not study over again.

b. The failure to concentrate when speaking

The second causal factor was lack of concentration when speaking, therefore some sounds produced unnaturally by the students. They just focus on what they want to say and ignore the rule of sounds production.

R2) statement:

“Because I am lack of concentration”

R3) statement:

“It is difficult to realize when speaking natural and so quickly”

R4) statement:

“I do not take attention on my pronunciation when I speak”

“I can say it well if I serious but at the time I do not speak seriously”

R8) statement:

“Because speaking English is like you have to be fast so that is why sometimes I produce the word like that.”

The students focus on what they talk about and ignore the phonetic rules. Moreover when they speak fluently, they would not focus on the production of sounds.

c. Less practice

The more practice, the more students could produce the sounds naturally. Some students found difficulties to produce the sounds naturally because they did not practice their English ability, it became one of the factors causing they produced the sounds unnaturally.

R5) statement:

“I less practice my English, therefore many mistakes I made.”

Less practice influences the ability to pronounce the sounds natural. Although the students know the rule of the sounds production but they do not use it when they speaking and communicate with other, it can be the causal factor of producing sounds unnatural. The people who want to be mastered of English, they have to practice their knowledge.

d. Prefer to produce the sounds based on their mother tongue

Mother tongue interference became one of the generally factors of producing sound unnaturally. Many sounds did not exist in mother tongue, therefore the students felt hard to produce it as natural as the foreigners.

R1) statements:

“Because the sound [ð] do not exist in our mother tongue”

“Because sound [z] is seldom pronounce in our mother tongue so it is hard to pronounce in English even this sounds is one of the Indonesian sounds”

“Because sound [t] is do not find in mother tongue”

R2) statement:

“Do not exist with our mother tongue”

R3) statements:

“Because the sound is easy to produce on mother tongue”

R5) statement:

“My English is not really good and when produce it, I still follow the Indonesian rule when speak in English.”

R6) statements:

“Because the sound do not find in mother tongue”

“Because I do not use the sound [z] in my mother tongue so I can't produce as the foreigner”

There were so many English British sounds did not find in Indonesian phonetic system. This case became one of the reasons why the students produced the sounds unnaturally. They must be strive to produce it naturally by learning and practicing their English knowledge.

e. Hard to produce the sounds

It was estimated that some students felt hard to pronounce the sounds. Here were their statements:

R3) statements:

“Because it was easy to produce the sound [d]”

“Because the sound [z] is harder to produce when speaking than sound [s]”

R4) statement:

“Because it is more easy produced sound [r] clearly”

“Because it is hard for me to produce [s] than [z]”

R8) statement:

“Because it is easy way to produce sound [] than [] in the word.”

f. Can not differentiate the sounds

The data indicated that some students felt hard to differentiate the British English sounds, therefore it became one of the causal factors producing British English sounds unnaturally.

R2) statement:

“Was not realize what the deffirent between those sounds”

R6) statement:

“Because I do not know the different both of the sounds”

R7) statement:

“I can not distinguish between the sound [t] and [d]”

R8) statements:

“Both words sound similar so I think the way I pronounce that word becoming same spontaneously.”

“Because that make me hard to differentiate them.”

“Because the sound is similar with [a] . When I speak, I don’t remember that this word must sounds as native speaker. As long as I know how to produce them I think it will be okay.”

The similarity of some sounds made the students felt hard to produce them naturally, especially in vowel sounds. They could not differentiate which were long and/or short vowel. This case became one of the causal factors produced the sounds unnaturally.

g. Accents

Another problem that causing the production of British English sounds uttered unnaturally by the students was accents. There were so many accents in the students' environment, therefore they felt hard to produce the sounds naturally.

R2) statement:

"Mostly use American Accent"

R3) statements:

"Because I am using Indonesian accent which produce the sound [r] very clearly"

"Prefer to American Accent"

In their daily activity, they used American accent to speak with others, therefore they felt hard to produce the sounds by using British Accents. Not only American accent, but also because they prefer to use Indonesian accent that has connection with their mother tongue interference.

h. The habit to produce the sounds unnaturally

R3) statement:

"Because it is my habit to produce it"

R6) statement:

"Because I do not use the sound [æ] in habit when I'm speaking"

The students who produced the sounds unnaturally assumed that they produced the sounds natural, though it was mistaken. They tended to produce it

unnaturally and did not try to find out the correct sounds. They produced the sounds unnaturally as a habit.

i. Less motivation to learn how to produce the sounds

The last causal factors of producing British English sounds unnaturally was less motivation. This factor only stated by one respondent.

R6) statement:

“Because I do not really care about the long vowel, I think it same with [], I am lazy to learn about that”

The student did not care about the production because she was lazy to learn it. There was no motivation to learn it more, then they produced the sounds unnaturally.

According to the students' assumptions in the last question of the questionnaire that asked *“According to your assumption, what factors causing uttering British English segmental sounds unnatural?”* The researcher shows some students questionnaire outcomes that espouse the result above. As the respondent I stated that:

“Mostly the sound I produce unnatural because I do not know about the right pronunciation of the words. I have learnt it but it just little, I do not understand well and also there is less practice so it caused the produced sounds unnatural” (The statement of respondent I was taken from the questionnaire on 10 September 2018)

The respondent III also stated that:

“Because I am lazy to read a book which can help my pronunciation” (The statement of respondent III was taken from the questionnaire on 5 September 2018).

Additional statements also coming from the Respondent IV who stated that:

“The most important is because I do not know how the sounds should be produce well and lack of information of how the right pronunciation should be like. Additional: mood situational” (The statement of respondent IV was taken from the questionnaire on 5 September 2018).

The statements about this problem also stated by respondent VI

“In my mind, I produce the sounds unnatural because I do not know the knowledge about that. I don’t really care to learn it. Less practice also one of the factor I can produce the sounds correctly” (The statement of respondent VI was taken from questionnaire on 11 September 2018).

Another statement stated by the Respondent VIII that was:

“First, there is no adequate knowledge about how to produce sound as well. Second, some word or sounds need more practice in speaking area but it does not because some reasons such sometimes we know how to produce it but we donot know how to explain the way to produce it likewise” (The statement of respondent VIII was taken from the questionnaire on 6 September 2018).

Meanwhile, some students influenced by both of the factors that are carelessness and the first language interference. As the respondent V assumed that:

“Practise less and still use the Indonesian rule when speaking English that make the sounds unnatural” (The statement of respondent V was taken from the questionnaire on 5 September 2018).

The second statement by the Respondent VII that was:

“That is all about our behaviour in speaking that influenced by our mother tongue, less of interest in readingbook about the utterance of the English sounds” (The statement of respondent VII was taken from the questionnaire on 6 September 2018).

Therefore, the factors of uttering British English Segmental sound by the students of English Education Department was caused by some factors: Lack of knowledge about the production of sounds, the failure to concentrate when speaking,

less practice, prefer to produce the sounds based on their mother tongue interference, hard to produce the sounds natural, can not differentiate the sounds, accent and their habitul to produce the sounds unnaturally.

B. *Discussions*

In this part the researcher explained about the data analysis from the findings above about the sounds uttered by the students. The result of the research showed the sounds uttered unnatural by the students of English Education Department at UIN Alauddin Makassar.

The researcher used the same steps of assessing. Firstly, observation. In this step, the researcher got some information that the students of English Education Department have learnt Phonetic, therefore this research could be done well. Secondly, organizing/recording observational data. In this case, the resarcher gave some pictures and asked the student individualy to describe the pictures. While the student described the picture, the researcher recorded by using recorder like mobile phone to analyze the data. The output of the recording file for each student saved in the form of digital files. After the recording completed, the researcher listened carefully to speech sounds and transcribe the students' recording. The symbol used in the process of the transcribing was based on IPA or the International Phonetic Alphabet (revised to 2005) in Ogden (2009).

The process of listening and analyzing the students' recording did in deliberate situation where there was no disturbance and noise. The disturbance and noise effected for mishearing. When the researcher undertook the mishearing, it could create the wrong analysis of the students' recording.

To avoid the wrong analysis of the students' recording, the researcher listened the recording repeatedly. The more the researcher listened the recording, the more the researcher found and understood the students' production of English sounds. It could be easily to analyze the students' sounds. Doubtfulness felt when the researcher only listened once or twice, therefore listening repeatedly was the best way to get the accurate result.

Then, defining and identifying the learning outcomes. The researcher identified the sounds uttered naturally and unnaturally. Then, the researcher used a percentage rubric to determine what sounds frequently uttered unnatural. The last step was reporting the information, the researcher would know what kinds of the sound uttered unnatural by the students. In this step the researcher also created conclusion of the students production about English segmental sounds.

1. The Production of Unnatural English Sounds Uttered by the Students

The researcher assumed that different pronunciations or different sounds would cause different meanings. Speaking without considering the pronunciation disturb and cause misunderstanding in the meaning of the words spoken. A good pronunciation is if the speaker knows the place of articulation and the manner of articulation of sounds, therefore they do not get some problems to pronounce the

words well. According to Odden (2006:2), pronunciation is regarded as a part of the structure of word. The main reason for that idea comes from the knowledge of the important features of the structure of words about how the words are pronounced.

For that reason, pronunciation is related to linguistic that focuses on scientific study of sounds, those are phonetic and phonology. According to McMahon (2002:1) there are two subdisciplines in linguistics which deal with sound, namely phonetics and phonology, and to fulfil the aim of his book, which is to provide an outline of the sounds of various English accents and how those sounds combine and pattern together, we will need aspects of both.

Based on Robins (1989:77), phonology refers to linguistic pattern of sounds in human languages, while phonetic refers to the aspect of speech. Phonetic is one of the important things of linguistic. So, in phonetic we learn about how to produce the sound and what organ of speech that working to produce the sounds.

a. The Students Production of Consonant Sounds

Someone who want to learn a foreign language like Indonesian learn English, there were many interruptions made them difficult to understand about their language, not only in written form but also in spoken form. According to Ramelan (2003: 5), the difficulties appear because this is not their language so they have to concern how to pronounce with their pronunciation. The different sounds between the students mother language and the foreign language make them hard to pronounce words well. Sometimes they must force themselves to pronounce the words into a

better pronunciation. To be able to pronounce some foreign language sounds well, they need to understand the system of the foreign language sounds.

Ladefoged (1982:24) states that consonants consist of 24 sounds; [p], [b], [t], [d], [k], [g], [tʰ], [dʰ], [f], [v], [ʃ], [ð], [s], [z], [ʎ], [ʝ], [h], [m], [n], [ŋ], [l], [r], [j], [w]. Those sounds classify based on Place of Articulation, Manner of Articulation and Distinctive Features.

In the production of speech sounds, the organ in the upper part of the mouth may be described as palce or points of articulation (Sahulata, 1988:9). Place of articulation is defined into nine types; Bilabial, Labiodental, Dental, Alveolar, Palatal, Palato-alveolar, Velar, glottal, and Labio-velar.

Kaharuddin (2018:47) states that manner of articulation shows how the different organs of speech interact one another in uttering consonant sounds and how the airflow is obstructed to effect the production of consonant sounds' quality. There are six types of manner of articulation; Stop/plossive, Fricative, Affricative, Nasal, Lateral, and Approximant/Glide. Disctinctive features focus on voiced or voiceless of sounds. Some students face some difficulties to utter the sound natural. Sounds which are not exist in their mother tongue frequently tended to replace in another sound. The result below decribed some sounds uttered unnatural by the students.

English consonant sounds uttered unnatural by the students were [ð], [r], [d], [z], [t], [v], [ʃ], [k], [ʎ], [ʝ], [l], [w], [j] and [w]. The followings are described the sounds uttered unnatural by students. The sounds uttered natural and unnatural

determined with the phonetic transcription provided International Phonetic Alphabet from <http://lingardo.com.ipa/>. The consonant sounds uttered unnatural by the students briefly reported as follows :

1) The production of sound [ð] unnatural by the students

Producing sound [ð] was one of the problems that the students faced in producing English sound naturally. This sound was difficult to utter naturally because this sound did not exist in Indonesian phonetic system. This sound categorized as voiced dental fricative, which is the place of articulation is a dental, the manner of articulation is fricative as well as the distinctive features is voiced. The students tended to replace the sound into [d] which is voiced alveolar stop frequently in the initial position, while sound [t] which is voiceless alveolar stop in the medial and final position.

Twelve words generally uttered unnaturally by the students. The words **these** and **this** have the different pronunciation. The students pronounced the word **this** as [di s], instead of [ði z]. The students pronounced the word **these** as [dis], instead of [ðis].

Not only these two words, but also the words **the** and **they** must be pronounced as [ð] and [ðeɪ] but the student pronounced it as [d] and [deɪ]. The students replaced the sound [ð] which is voiced dental fricative to [d] which is voiced alveolar stop.

Besides, the students also uttered some sounds unnaturally in words : **their**, **them**, **there**, **that**, **then** and **day**. They tended to replace the sound [ð] into [d] which is voiced alveolar stop. The pronunciation of these words should be [ðe], [ð m], [ðe r], [ðæt], [ð n], and [ðəɪ]. But those pronounced as [deɪr], [d m], [der], [det], [d n], and [deɪ].

The student replaced the sound [ð] into [d] in some initial words. However, it was different from the deviation found in initial, medial as well as final position. The difference identified from the identification of sound [d] which is also used to replace the sound [ð] in initial position. But the deviation also occurs when the students tended to replace the sound [ð] into sound [t] in medial and final position. In word **with** that should be pronounced as [wɪð] with the sound [ð] in the final position but the student pronounced it as [wɪt]. The pronunciation of word **clothes** must be [kl ðz] but it pronounced [kl ts] by the students. The sound [ð] which is voiced dental fricative changed into [t] voiceless alveolar stop.

2) The production of sound [r] unnatural by the students

From the data analyzed by the researcher, the sound [r] which is categorized as voiced palato-alveolar glide, which is the place of articulation is palato-alveolar, the manner of articulation is glide as well as the distinctive features is voiced. This sound could be found both of Indonesian and English phonetic system. Mostly students were able in uttering this sound in the initial position, however when the position in medial and final would be found some unnatural pronunciation because in British sound [r] is silent word which can not produce clearly. Uttered

the sound [r] unnaturally were made by the students actually come from their habit of producing the sound [r] clearly.

The student pronounced the word **are** with [r] whereas the correct was [:]. In the middle position of words **morning** and **girl** must be silent [r] but the student pronounced [m rnɪ] and [g rl], while the correct were [m nɪ] and [g l].

The student pronounced the sound [r] unnaturally in some words, those were **dirty**, **third**, and **fourth**. In the final position of word **dirty** sound [r] did not produce, therefor the pronunciation of word was [d rti] but the student pronounced it as [d ti].

In the middle position of sound [r] in words **third** and **fourth** have pronunciation same as in the final position that did not pronounce. The student pronounced them as [rd] and [f r], instead of [d] and [f].

The words **for** and **floor** must be pronounced with no sound in the final position like [f] and [fl] but the student produced the sound unnaturally as [f r] and [fl r]. The sound in the final position of words **mirror** and **after** was [] although the last letter was [r], the pronunciation of these words must be silent [r] therefor these should be pronounced as [mir] and [ft]. Some students still pronounced the words with sound [r] clearly as ['mirror] and [ft r].

The final sound of words **before** and **later** is long vowel, which were [] and [:] thus the words must be pronounced as [bɪ f] and [leɪt :], there was omission of sound [r] in the final position, but the students did not do it, they pronounced the words as [bɪ f r] and [let r]. The last word frequently uttered unnaturally by the

students was **early**, there was error in producing the sound in middle position. The students pronounced the word as [rli], instead of [li].

3) The production of sound [d] unnatural by the students

This sound categorized as a voiced alveolar stop, which is the place of articulation is alveolar, the manner of articulation is stop as well as the distinctive features is voiced. This sound exist in both English and Indonesian sound. The students uttered it naturally but sometimes got difficulties in uttering the sound in the middle and final position. Like in the word **and** which should be pronounced as [ænd], but the students pronounced it as [en]. The students tended to omitted the sound [d].

4) The production of sound [z] unnatural by the students

The data analyzed by the researcher denoted that the students had problems with voiced alveolar fricative sound [z], which is the place of articulation is alveolar, the manner of articulation is fricative as well as the distinctive features is voiced.. Sound [z] actually exists in Indonesian ponetic system, however due to use commonly in the daily language especially when it was in final position, the students sometimes found difficulties to produced. The students uttered the sound unnaturally because most of them had problem in to produce the sound, especially when it was in final postion. Moreover the sound [z] which is voiced alveolar fricative presented as [s] voiceless alveolar fricative.

There were some words uttered unnaturally by the students, such as **is**, **was**, **cleans**, **and** **tools**. They pronounced the words as [ɪs], [w s], [kli ns] and [tu ls], whereas the correct were [ɪz], [w z], [kli nz] and [tu lz]. The word **pictures** must be pronounced as [pɪk z] but the students got difficult to pronounced it naturally, so they pronounced it as [pɪk rs].

The students tended to replace the sound [z] which is voiced alveolar fricative into [s] which is voiceless alveolar fricative in some words, for example in word **clouthes** that should be pronounced as [kl ðz] but the students pronounced it as [kl ts], not only produced the consonant sounds unnaturally but also the vowel sound. The words **becomes** and **because** also pronounced unnaturally by the students, the students tended to replace the sound [z] into [s]. These words must be pronounced as [bɪ keɪmz] and [bɪ k z], the final sound should be [z], whereas the students replaced it as [s], therefor the pronunciation of these words were [bɪ k ms] and [bɪ k s].

5) The production of sound [t] unnatural by the students

This sound categorized as voiceless alveolar stop, which is the place of articulation is alveolar, the manner of articulation is stop as well as the distinctive features is voiceless. Seen from the data, Indonesain and English have this sound. It should not be difficult for the students to utter it naturally. Yet, there were some problems found in uttering sound [t]. They commonly ommited this sound in some words that have to produce clearly.

For the initial position, the students could produce it naturally but sometimes got difficulties in uttering the sound in the middle and final position. Like in the word **want** which should be pronounced as [w nt], but the students pronounced it as [w n]. The students also tend to replace the sound [t] into [d] (voiced alveolar stop) in word **beautiful** which should be pronounced as [bju t f l], but the students pronounced it as [bju dif l]. The student pronounced the word **student** with omission sound [t] as [stu d n], instead of [stu d nt].

The words **first** and **front** must be pronounced with sound [t] in the final position like [f st] and [fr nt] but the students produced the sound unnaturally, therefore the pronunciation became [f rs] and [fr n]. The middle sound of words **start** and **heart** were long vowel, which was [] and the final sound must be uttered sound [t] clearly, thus the words must be pronounced as [st t] and [h t], there must be produced sound [t] clearly, but the students did not do it, they pronounced the words as [st r] and [h r].

6) The production of sound [v] unnatural by the students

This sound categorized as voiced labiodental fricative, which is the place of articulation is labiodental, the manner of articulation is fricative as well as the distinctive features is voiced. The students made one kind of deviation that is [v] was replaced by [f], since the sound [f] has the same place and manner of articulation which is labio-dental fricative. What makes both of them different was the state of vocal cord which is [v] is voiced while [f] is voiceless.

The students pronounced some words unnaturally. For example, the pronunciation of word **of** is [v] but the students pronounced it as [f]. The second word is **very** which is must be pronounced as [v ri] but the students pronounced it as [f ri]. The students tended to replace the sound [v] which is voiced labiodental fricative into sound [f] which is voiceless labiodental fricative.

7) The production of sound [t] unnatural by the students

Basically, the sound [t] could be described through three features, those were place of articulation, manner of articulation and distinctive features. In this case, the sound [t] is voiceless palatal affricative. The sound [t] did not exist in Indonesian phonetic system, therefor the students got some difficulties in uttering that sound. Sometimes, they changed the sound [t] into [c]. The students tended to replace the sound [t] into sound [c] in initial and medial position. In word **picture** should be pronounced as [pɪk t̪r] but it was pronounced as [pɪkc r] by the students. In initial position the sound [t̪] changed into [c]. While in medial position the sound [t̪] also got difficulties to produced natural by the students. Some of them pronounced the word **children** as [cɪldr n], whereas the correct is [tʃɪldr n]. They changed the sound [t̪] which is voiceless palatal affricative into sound [c].

8) The production of sound [k] unnatural by the students

This sound categorized as voiceless velar stop, which is the place of articulation is velar, the manner of articulation is stop as well as the distinctive features is voiceless. The students did not utter it unnaturally in initial position, they uttered unnaturally in middle and final position. For example in word **picture**

pronounced as [pɪk r] by the students instead of [pɪk ɹ]. The second word was **ask** must be pronounced as [ɛsk] but the students pronounced it as [ɛs]. They tended to omitted the sound [k]. The sound have to utter it clearly.

9) The production of sound [θ] unnatural by the students

Based on the table, the students found difficult to produce the voiceless type of the sound. This was seen from the interview done and from the fact that they sometimes produced it right in pronouncing but they hardly produced it right when the voiceless dental fricative sound.

Sound [θ] is categorized as a voiceless dental fricative, one of the English consonant sounds that does not exist in Indonesian phonetic system, therefore some students got difficulties to produce it naturally. The students tended to make error in producing the sound [θ] into sound [t] which is voiceless alveolar stop. Three words frequently uttered unnaturally by the students. The first word was **third**. In English, this word should be pronounced as [θɜrd], but it was then pronounced [tɜrd] by the students. The second word was **fourth**. The students pronounced the word as [fɜrt], instead of [fɜθ]. The last error made by the students was in word **thing**. The students tended to replace the sound [θ] with sound [t], which the word should be pronounced as [tɪŋ], but it was apparently pronounced [tɪtɪŋ].

10) The production of sound [ʃ] unnatural by the students

The sound [ʃ] can be described through three features, those were place of articulation, manner of articulation and distinctive features. In this case, the sound [ʃ] is voiceless palato-alveolar fricative, which is the place of articulation is palato-

alveolar, the manner of articulation is fricative as well as the distinctive features is voiceless. The students got some difficulties to produce the sound [ʃ] natural. some of them tend to replace the sound with sound [s]. In this sound, the three words shown above demonstrate the students frequently uttered the sound into [s] in the final position. In word **finish**, the pronunciation must be [fɪnɪʃ] but the students pronounced it as [fɪnɪs]. The final of sound must be voiceless palato-alveolar fricative, not voiceless alveolar fricative.

Another example of uttering sound [ʃ] unnaturally could be seen when the students pronounced the words **trash** and **rubbish**. These words must be pronounced as [træʃ] and [rʌbɪʃ], but the students tended to replace the sound [ʃ] which is voiceless palato-alveolar fricative into [s] voiceless alveolar fricative. Then the students' pronunciation of these words were [tres] and [rʌbɪs].

11) The production of sound [l] unnatural by the students

This sound categorized as voiceless alveolar lateral, which is the place of articulation is alveolar, the manner of articulation is lateral as well as the distinctive features is voiceless. The students tended to added this sound, some words must be pronounced with no sound [l]. For example in word **walk** and **walking** must be pronounced as [wɔk] and [wɔkɪ] but the students pronounced it as [wɪlk] and [wɪlkɪ]. The next word pronounced unnaturally by the students was **talk**, the students pronounced it as [tɪlk], whereas the correct is [tɔk].

12) The production of sound [w] unnatural by the students

This sound categorized as voiced labio-velar glide, which is the place of articulation is labio-velar, the manner of articulation is glide as well as the distinctive features is voiceless. The students tended to add this sound, some words must be pronounced with no sound [w]. For example in word **window** must be pronounced as [wind] but the students pronounced it as [wind w].

13) The production of sound [j] unnatural by the students

This sound uttered as [y] in Indonesian sound which is categorized as voiced palatal glide. The students commonly omitted this sound in some words. For example in word **student**, the pronunciation of this word in British sound must be [stju d nt] but the students pronounced it as [stu d n]. They omitted the sound [j].

14) The production of sound [g] unnatural by the students

This sound categorized as voiced velar stop, which is the place of articulation is velar, the manner of articulation is stop as well as the distinctive features is voiceless. The students tended to add this sound, some words must be pronounced with no sound [g]. For example in word **brought** must be pronounced as [br t] but the students pronounced it as [br gt].

b. The Students Production of Vowel Sounds

English segmental sounds consists of consonants and vowels. The result above showed the students production of consonant sounds. This part showed the result of students production in uttering vowel sounds.

According to Kelly (2000:29) there are 22 vowel in British sounds, those are [i:], [ɪ], [ʊ], [ʌ], [ɔ:], [ɒ], [e], [ɛ:], [ɜ], [ʊ], [u:], [ʊ], [ɜ], [æ], [a], [ɪə], [aɪ], [eɪ], [ɔɪ], [ɔ], and [e]. Williamson, G (2015) states that the production of vowel sounds in English involves five main parameters; openness of the mouth, tongue elevation, position of tongue elevation, lips' shapes, length of vocalization.

Kaharuddin (2018:84) states that openness of the mouth showed the extent to which the jaws are either open or close. Tongue elevation describe the position of the tongue in the mouth in three position; high, mid, and low. While, position of the tongue elevation refer to where this elevation takes place on the three position; front, central, and back. Rounded and unrounded can be determined as a lips' shapes.

Some vowel sounds uttered unnaturally by the students. Sounds which are not exist in their mother tongue commonly tended to replace in another sounds. Fraser (2000:7) indicates that learners should produce English sounds as intelligibility and comprehensible as possible, not like that of native, but at least clear enough to communicate because a good pronunciation can be easy to understand each other when communicate. In another source, Rajadurai (2001:13) states that pronunciation is the philosophy of communication and he always emphasizes that intelligible pronunciation is the cause of a meaningful conversation. Therefore, understand about the study of sounds (phonetic) is very important to communicate. Although some students still face difficulties to produce sounds natural. Not only in consonant sounds, but also in vowel sounds.

Just like consonant sounds, the students also uttered some vowel sounds unnatural, those were [æ], [ɜ:], [ɪ], [ʊ], [ʌ], [ɔ:], [e], [ɛ], [ɔ], [i:], [ei], [ai], [I] and [a]. The followings are described the sounds uttered unnatural by students. The sounds uttered natural and unnatural determined with the phonetic transcription provided International Phonetic Alphabet from <http://lingardo.com.ipa/>. The vowel sounds uttered unnatural by the students briefly reported as follows :

1) The production of sound [æ] unnatural by the students

The sound [æ] produced in the front part of the tongue. The position of the tongue is low and the shape of lips is unrounded as well as the terms of this sound is known as lax or short vowel, therefore this sound is categorized as lax low front unrounded.

The data analyzed by the researcher denoted that the students had problems with lax low front unrounded sound [æ]. In this sound, the students frequently uttered the sound into [e] (lax mid low front unrounded) and [ɜ:] (lax low back unrounded) in the initial and middle position.

The first word uttered unnatural by the students was **and**. In the initial position the sound must be [æ], therefore the pronunciation is [ænd]. But the students pronounced it as [end]. They tended to replace the sound [æ] (lax low front unrounded) into sound [e] (lax mid low front unrounded) in initial position.

In the medial position also found some difficulties to produced the sound [æ] natural. The students tended to replace it as [e] (lax mid low front unrounded). The example of this deviation was when the students pronounced the words **happy, glad**

and **have** as [hepi] [gled] and [hev], whereas the correct pronunciation are [hæpi] [glæd] and [hæv]. The other deviation also occurs when the students tended to replace the sound [æ] into [e] in medial position in words **that, trash** and **man** as [det], [tres], and [men]. These words should be pronounced as [ðæt], [træ] and [mæn].

The words **satisfied** and **Saturday** also frequently uttered unnaturally by the students. The students commonly tended to replace the sound [æ] into sound [] in medial position. In the word **satisfied** which should be pronounced [sætɪsfaid], but it uttered unnaturally as [s tɪsfɛɪd] by the students. While in word **Saturday**, the students pronounced it as [s tædɛɪ], whereas the correct is [sæt deɪ].

2) The production of sound [:] unnatural by the students

The sound [] is produced in the middle part of the tongue. The position of the tongue is mid and the shape of lips is rounded as well as the terms of this sound is known as tense or long vowel. Therefore, this sound categorized as tense mid back rounded.

The data analyzed by the researcher denoted that the students had problems with tense mid back rounded. This sound also felt as a problematic sound to produced naturally by the students. In their effort to produce the sound, they tended to replace the sound into [] (lax mid back rounded). The students gave addition some sounds into words that should not be added. The words **for, floor, morning** and **before**, must be pronounced as [f], [fl], [m nɪ] and [bɪ f], but the students pronounced

them as [f r], [fl r], [m rnɪ] and [br f r]. They changed the sound [] into sound [] and addition sound [r].

The production of sound unnaturally also could be seen in some words that addition sound [l], such as **walk** and **talk**. The students tended to pronounce the words as [w l] and [t l] instead of [w :k] and [t :k]. The last error made in word **brought** which should be pronounced as [br t], but it was pronounced [br gt] by the students.

3) The production of sound [] unnatural by the students

This means the sound [] is produced in the back part of the tongue. The position of the tongue is low and the shape of lips is unrounded as well as the terms of this sound is known as tense or long vowel. Therefore, this sound is categorized as tense low back unrounded.

The data analyzed by the researcher denoted that the students had problems with tense low back unrounded. This sound is a long vowel, but the students tended to produced it as a short vowel and addition sound [r] which should not be. The three words above frequently uttered unnatural by the students. The pronunciation of words **are** and **start** must be [] and [st t], but they pronounced as [r] and [st r] by the students.

Not only in those words, but also in word **heart** which should be pronounced as [h t], but the students pronounced as [hert]. They tended to replace the sound [] (tense low back unrounded) with sound [e] (lax mid low front unrounded).

4) The production of sound [ɒ] unnatural by the students

The sound [ɒ] produced in the part of the tongue. The position of the tongue is low and the shape of lips is unrounded as well as the terms of this sound is known as lax or short vowel. Therefore, the sound [ɒ] is categorized as lax low back rounded.

The data analyzed by the researcher denoted that the students had problems with lax low back rounded. This sound seems to be a problem of English vowel sounds felt difficult to be produced by the students. When the students uttered it, many of them uttered it by replacing it with sound [ʊ] in medial position. In word **want**, **upon** and **mop**, these should be pronounced as [wʌnt], [ʊpʌn] and [mɒp]. But the students got difficulties to pronounced them unnaturally, therefor they pronounced as [wʌn], [ʊpʌn] and [mɒp]. The students also tended to replace the sound in initial position. The word **on**, the students pronounced it as [ʌn], whereas the correct is [ɒn].

The next deviation took place when the students replace the sound [ɒ] with sound [ʌ] (lax low back unrounded). The example of such deviation found in the word **what**. In English, this word should be pronounced as [wɒt], but the students tended to pronounce it as [wʌt].

The last replacement of sound [ɒ] made by students occurred in to sound [ʌ]. In medial position of words **because** and **was** must be sound [ɒ] but the students pronounced the words as [bɪkʌs] and [wʌs], whereas the correct pronunciation were [bɪkɒz] and [wɒz].

5) The production of sound [ɪ] unnatural by the students

The sound [ɪ] produced in the central to back part of the tongue. The position of the tongue is from mid central to mid high and the shape of lips is from rounded to unrounded as well as the terms of this sound is known as tense. Therefore, the sound [ɪ] is categorized as tense mid central unrounded to mid high back rounded. The data analyzed by the researcher denoted that the students had problems with tense mid central unrounded sound.

There were five words frequently uttered unnaturally by the students. They commonly changed the sound [ɪ] (tense mid central unrounded) with [ʊ] (lax mid back rounded) in final and medial position.

In medial position, the students uttered the words **clothes**, **both** and **window** unnaturally, which should be pronounced as [klɪðz], [bɒθ] and [wɪndəʊ], but it was uttered unnatural as [klɪts], the replacement sound [ɪ] (tense mid central unrounded) into [ʊ] (lax mid back rounded). The students pronounced the words unnaturally as [bʊt], they changed the sound [ɪ] into [ʊ] and [wɪndəw], the students tended to replace the sound [ɪ] into [ʊ] and addition sound [w] which should not.

Besides, the lack pronunciation also occur in words **go** and **so**. The sound in final position must be [ɪ] (tense mid central unrounded), but they changed into [ʊ] (lax mid back rounded). The words ought to be pronounced as [gəʊ] and [səʊ], but these become [gʊ] and [sʊ] when pronounced by the students.

6) The production of sound [ɜ:] unnatural by the students

The sound [ɜ:] produced in the central part of the tongue. The position of the tongue is mid and the shape of lips is unrounded as well as the terms of this sound is known as tense or long vowel. Therefore, this sound is categorized as tense mid central unrounded.

The data analyzed by the researcher denoted that the students got problem with tense mid central unrounded. Sound [ɜ:] is a long vowel because it pronounced a little bit longer than short vowels. When the students produced this sound, they tended to make deviation by replacing the sound into [ɪ] and addition some sounds, such as sound [r] which should not produce. The words **first**, **dirty** and **third** should be pronounced as [fɜ:st], [dɜ:ti] and [θɜ:d] but the students pronounced them as [fɜ:rs], [dɜ:rɪti] and [θɜ:rd].

The other words produced unnaturally by the students were **girl**, **early** and **later**. The students pronounced them as [gɜ:rl] [ɜ:rli] and [leɪtɜ:r], whereas the pronunciation of these words should be [gɜ:l] [ɜ:li] [leɪtɜ:]. The substitution of sound [ɜ:] (tense mid central unrounded) with [ɜ:] (lax mid back rounded) can be seen in the word **work**. In English, this word should be pronounced as [wɜ:k], but the students pronounced it as [wɜ:rk].

7) The production of sound [e] unnatural by the students

The sound [e] categorized as tense mid low front unrounded to mid central unrounded. This means the sound produced in the front to central part of the tongue.

The position of the tongue is from mid to mid central and the shape of lips is unrounded as well as the terms of this sound is known as tense.

The data analyzed by the researcher denoted that the students had problem with tense mid low front unrounded sound. The students tended to replace sound [e] into [e] (lax mid low front unrounded) in medial and final position. The words **there** should be pronounced as [ðe r], but it was pronounced [der] by the students, and also the word **parent**, pronounced as [per nt] by the students, instead of [pe r nt].

In the final position, the students tended to replace the sound and addition the sound which should not. In word **where** and **prepare**, these ought to be pronounced as [we] and [prɪ pe], but the students pronounced them as [wer] and [prɪ per]. The replacement sound [e] (tense mid low front unrounded) into [e] (lax mid back unrounded) with addition sound [r] in the final sound.

The next deviation of replacing the sound [e] with sound [eɪ] in final position. The word **their** should be pronounced as [ðe], but it was pronounced as [deɪr] by the students.

8) The production of sound [] unnatural by the students

The sound [] categorized as lax mid low front unrounded. This means the sound produced in the central part of the tongue. The position of the tongue is in the middle and the shape of lips is unrounded as well as the terms of this sound is known as lax or short vowel.

The data analyzed by the researcher denoted that the students got problem with lax mid central unrounded. Many students made deviations when uttering this sound. The first deviation is the replacement the sound [ɪ] with sound [ʊ] in final and initial position as in the words **until**. In English, the pronunciation of the word was [n̩ tɪl], but the students pronounced as [n̩ tʊl].

The second replacement made by the students was the sound [ɪ] with sound [ʊ] in some words. The word **mirror** and **of** should be pronounced as [mɪr̩] and [v]. The sound of initial position of word **of** was [ɪ], but the students tended to replace it into [ʊ], so the pronunciation of words become [f]. While, in word **mirror** must be pronounced as [mɪr̩], but the students pronounced as [mɪr̩ r̩]. They tended to replace the sound in final position. The third deviation made by the students occurred when the students replace the sound [ɪ] with [u] lax mid high back unrounded as in the word **upon** which should be pronounced [p̩ n̩], but it was uttered unnaturally as [u p̩ n̩] by the students. They changed the sound in medial position.

The fourth deviation could be found in replacement the sound [ɪ] with sound [ʊ] as in word **beautiful** which should be pronounced as [bju t̩ f̩ l̩], but the students pronounced it as [bju d̩ f̩ l̩]. The last error made by the students of this sound was in word **other**. The students pronounced the word as [d̩ r̩], instead of [ð̩]. The addition sound [r̩] occurred of this production sound unnaturally.

9) The production of sound [ʊ] unnatural by the students

The sound [ʊ] categorized as lax mid low central unrounded. This means the sound produced in the central part of the tongue. The position of the tongue is mid

low and the shape of lips is unrounded as well as the terms of this sound is known as lax or short vowel.

The data analyzed by the researcher denoted that the students got problem with lax low central unrounded. The replacement commonly occurred in middle position. The deviation of replacing sound [ʌ] with sound [ɪ] could be found when the students pronounced the words **done**, **rubbish**, and **some**. This word was pronounced [d n] instead of [d n], [r bɪʃ] instead of [r bɪʃ], and [s m] instead of [s m]. Besides in medial position, deviation also found in initial position. The students pronounced the word **other** as [ʌ d r], instead of [ʌ ð].

The replacement of sound [ɪ] with sound [ʊ] (lax mid back rounded) found in the pronunciation of the word **front** in which the students tended to replace it as [fr n] instead of [fr nt].

10) The production of sound [i:] unnatural by the students

The sound [i:] categorized as tense mid high front unrounded. This means when sound produced in the front part of the tongue. The position is high and the shape of lips is unrounded as well as the term of the sound is tense or long vowel.

The data analyzed by the researcher denoted that the students got problem with tense high front unrounded. This research reports that there were commonly two deviations done by the students regarding this particular sound. The replacement of sound [i:] with [ɪ] (lax mid high front unrounded) occurred in some words, those were **these**, **clean**, **feel**, and **each**. The students pronounced as [dɪs] instead of [ði z], [klɪn] instead of [kli n], [fɪl] instead of [fi:l], and [ɪ] instead of [i].

The other replacement made by the students of sound [i:] with sound [e] (lax mid low front unrounded) as in words **recycle** and **sweep**. In English, these words pronounced as [ri saɪkl] and [swi:p], but the students got difficulties to pronounced them naturally, therefor they pronounced as [re sɪkl] and [swep].

11) The production of sound [eɪ] unnatural by the students

The sound [eɪ] categorized as tense mid low front unrounded to high front unrounded. This means the sound produced in the front part of the tongue. The position of the tongue is from mid to high and the shape of lips is unrounded as well as the terms of this sound is known as tense.

The data analyzed by the researcher denoted that the students got problem with tense mid front unrounded. The students tended to replace the sound into sound [e] (lax mid low front unrounded). The words **name**, **place** and **later** should be pronounced as [neɪm], [pleɪs] and [leɪtə]. But the students pronounced them as [nem], [ples] and [letə].

12) The production of sound [aɪ] unnatural by the students

The sound [aɪ] categorized as tense low back unrounded to high front unrounded. This means the sound produced in the back to front part of the tongue. The position of the tongue is from low to high and the shape of lips is unrounded as well as the terms of this sound is known as tense.

The data analyzed by the researcher denoted that the students got problem with low central unrounded. The first deviation made by the students was to replace the sound [aɪ] with sound [ɪ] as in the word **recycle** and **tidy**. In English, these words

should be pronounced [ri saɪkl] and [taɪdi], but the students pronounced them as [r sɪkl] and [tɪdi].

The second deviation occurred when the students replace sound [aɪ] with sound [eɪ] (tense mid front unrounded) as in the word **satisfied** which should be pronounced as [sætɪsfaɪd], but it was pronounced [sætɪsfeɪd].

13) The production of sound [ɪ] unnatural by the students

The sound [ɪ] categorized as lax mid high front unrounded. This means the sound produced in the front part of the tongue. The position of the tongue is mid high and the shape of lips is unrounded as well as the terms of this sound is known as lax or short vowel.

The word **equipment** should be pronounced as [ɪ kwɪpm nt] but the students pronounced it as [e kwɪpm n]. The students tended to replace the sound [ɪ] into sound [e] which is lax mid low front unrounded.

14) The production of sound [ɑ] unnatural by the students

The sound [ɑ] categorized as tense low back unrounded to mid high back rounded. This means the sound produced in the back of the tongue. The position of the tongue is from low to mid high and the shape of lips is unrounded to rounded as well as the terms of this sound is known as tense.

The word **house** pronounced as [h s] by the students, instead of [ha s]. The students tended to replace the sound [ɑ] into sound [] which is lax mid back rounded.

2. The Causal Factors the Production of Sounds Uttered Unnatural by the Students

In this case the researcher described the explanation about the causal factors of the production English segmental sounds. The finding showed the unnatural sound production occurred potentially because of lack of knowledge about the production of sounds. Based on the students' statements in finding, they frequently producing the sounds unnaturally because they were lack of knowledge about the production of sounds. Mostly students did not understand and know how to produce the sounds naturally eventhough they have learnt it in some subjects in Department. Some reasons why they were lack of knowledge because they were not interested of the subject, therefore they did not pay attention when the teacher taught, forgot the materials and did not study over again.

Nadzirah (2015) also comments that source of errors happen because of most of students just memorizing how to pronounce, avoidance the difficult phonemes as the result of the lack knowledge of correct pronunciation, the students' inability to recognize the words, the students' difficulty to pronounce those new sounds as they were not trained to pronounce such sounds since they were children.

When speaking, mostly the students did not realize the important of the sounds production. They just speak although they knew how to produce the sounds naturally. They just focused on what they talked about without pay attention of their sounds production, it called less of concentration. While, less practice means that the students sometimes understand about how to produce the sounds well, but they did

not practice. Therefore, when they start speaking again, it influenced their utterance and produced the sounds unnaturally.

Less practice influenced the ability to pronounce the sounds naturally. Although the students know the rule of the sounds production but they did not use it when they speak and communicate with other, it could be the causal factor of producing sounds unnaturally. The people who want to be mastered of English, they have to practice their knowledge.

Nilawati (2008) also claimed that the causes of the fossilized phonetic errors include three factors. Firstly, the students apply the phonological rules of their mother tongue to those of the target language. Secondly, the students were insufficiency in English mastering, visible low proficiency, lack acculturation, transfer, input, or corrective feedback. Thirdly, the complexity of the English itself often causes the students to get confused. This statement was same as the result found by the researcher that the students prefer to produce the sounds based on their mother tongue.

Mother tongue interference became one of the generally factors of producing sounds unnaturally. Many sounds did not exist in mother tongue, therefore the students felt hard to produce it as natural as the foreigners (see the students' statements part d in finding). There were so many English British sounds did not find in Indonesian phonetic system. This case become one of the reason why the students produced the sounds unnaturally. They must be strive to produce it naturally by learning and practice their English knowledge.

The finding was similar to Faishol Hadi (2015), the differences segmental phonemes between English and Bahasa Indonesia cause students' difficulty in pronouncing several English segmental phonemes. His finding indicated that the students' mother tongue influences the unnatural sound production.

Other possible the causal factors of uttering British English sounds unnaturally were: hard to produce the sounds, can not differentiate the sounds and the habit to produce the sounds unnaturally. Some sounds were hard to produce by the students because they did not understand how the sounds should be produced.

British English has some sounds those were similar, therefore the students felt confused to differentiate them. The habit to produce the sounds unnaturally meant that the students produced the sounds unnaturally but they did not realize that it was totally wrong. They just speak with the sounds unnaturally, they did not try to find out the knowledge about how to produce the sounds naturally.

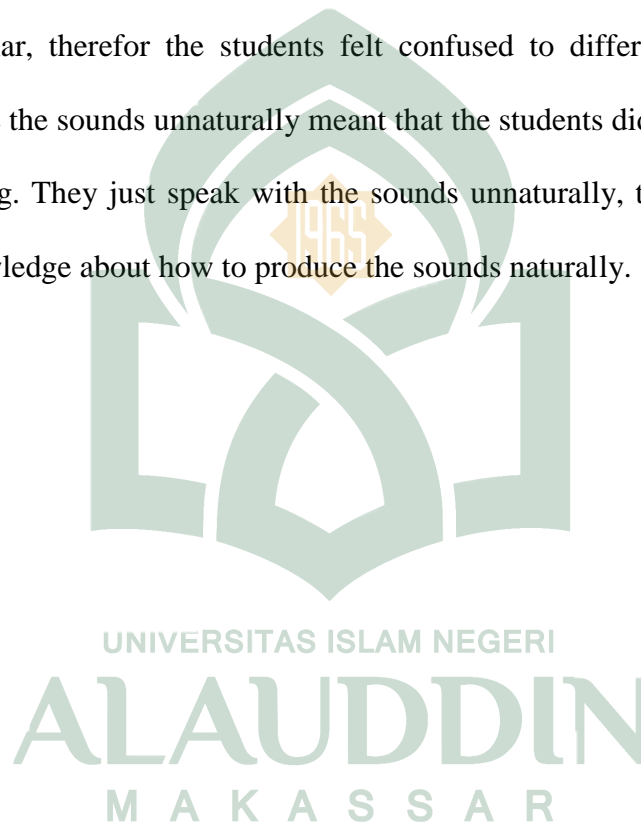
Syafei (1988) explained the reasons why English was difficult for Indonesian learners because English was quite of two cases. First, the difficulties were because of irregular spelling of English. It offers poor guidance to its pronunciation. Second, the difficulties were due to inference (negative transfer from Indonesian to target language English).

The data (see finding part f) indicated that some students hard to differentiate the British English sounds, therefore it became one of the causal factors producing British English sounds unnaturally.

Another problem that causing the production of British English sounds uttered unnaturally by the students was accents. There were so many accents in the students' environment, therefore they felt hard to produce the sounds naturally. They prefer to use Indonesian accent that has connection with their mother tongue interference. The finding was reinforced by the result of research conducted by Nur Phadilah (2018) who conducted research untitled *The causal factors of Bugis-Bone Accent Interference on the pronunciation in English Conversation*. She found that the causal factors of Bugis-Bone Accent interference on the pronunciation in English conversation because the difference phoneme produced by Bugis native speakers and English native speaker in some areas of phoneme.

The result of this research indicated that the English students faced serious problem regarding consonants and vowels productions. In this case there were some problems out of the causal factors. This result has the similarities with theory by Norish (1995) about the causal factors of unnatural English segmental sound production. This theory distinguished as Carelessness, The first language interference and translation. Each of the causal factors type had indicators. The indicators of carelessness included; less of motivation, lack of knowledge, the failure to concentrate when speaking and less practice. The indicators of the first language interference included; prefer to produce the sounds based on mother tongue and accents. Translation did not caused the production unnatural English sounds in this research.

In this research found other possibilities of the causal factors of uttering British English sounds unnaturally that did not find in Norris theory, those were: hard to produce the sounds, cannot differentiate the sounds and the habit to produce the sounds unnaturally. Some sounds hard to produced by the students because they did not understand how the sounds should be produced. British English has some sounds those were similar, therefore the students felt confused to differentiate them. The habit to produce the sounds unnaturally meant that the students did not realize that it was totally wrong. They just speak with the sounds unnaturally, they did not try to find out the knowledge about how to produce the sounds naturally.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two sections. The first section deals with the conclusions and the second deals with recommendations.

A. *Conclusions*

The discussion in the previous chapter gives conclusion that there were some difficulties faced by the students in uttering English segmental sounds naturally and the causal factors of producing English segmental sounds unnaturally. It is concluded that:

1. There were some sounds uttered unnaturally by the students. Consonant sounds uttered unnaturally by the students were: sound [ð], [r], [d], [z], [t], [v], [t̪], [k], [ʃ], [ʒ], [l], [w], [j], [g]. The students tended to replace some sounds, therefore the production of sounds are unnatural. Not only in consonant sounds, but also in vowel sounds, the students tended to replace some words. The sounds frequently uttered unnaturally were sound [æ], [ɜ:], [ɪ], [ʊ], [ɔ], [e], [ɛ], [i:], [ei], [ai], [ɪ], [a].

2. The students produced the sounds unnaturally caused some factors. Those are: Lack of knowledge about the production of sounds, the failure to concentrate when speaking, less practice, prefer to produce the sounds based on their mother tongue interference, hard to produce the sounds naturally, cannot differentiate the sounds, accent and their habitual to produce the sounds unnaturally. Other possible causal factors of uttering British English sounds unnaturally are: hard to produce the

sounds, cannot differentiate the sounds and the habitual to produce the sounds unnaturally.

B. *Recommendations*

Based on the conclusion above, the researcher proposed the following suggestions, those are:

1. This research is hopefully useful for English teachers who have Indonesian as the mother tongue to improve their awareness and understanding of the interference of different sound systems on English pronunciation. Teachers are expected to pay more attention to the articulation of those particular sounds. It is also hoped that by having this research, the English teachers should constantly remind that these English sounds tend to generate problems on the students' pronunciation.
2. The students know their difficulties in uttering English segmental sounds will be expected to learn phonetic. It can improve their knowledge. By learning, it can increase their ability to be mastering in phonetic.
3. The finding of this research could be used as a reference for other researchers who carry out the same topic, although in different aspect from this study.
4. By knowing the students difficulties, the teacher is hoped can develop the pronunciation lessons by concentrating on those problematic sounds then give the best method to teach Phonetics subject and support the students to learn it. One of the compatible method to apply is Audiolingual method.

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(02 December 2017).

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APPENDIX 1

PICTURE DESCRIPTION TASK

Researcher : Nurul Hakimah Hafid

Research : Assessing Constraints on the Production of English Segmental Sounds Uttered by the Students of English Education Department at UIN Alauddin Makassar

Personal Information :

Reg. Number :

Age :

Sex :

Department :

No. HP :

Introduction :

The aims of this Picture Description Task is to describe how the students of English Education Department utter English segmental sounds. In this case, the researcher will assess the students' ability in uttering English segmental sounds. English segmental sound consists of consonants and vowels.

Direction :

1. Look at the picture carefully !
2. Please describe the picture about 3 minutes. Raise your voice and produce the sounds clearly.
3. Starting with the picture number 1 till number 4
4. Before describing the picture, take 1 minute to pay attention and think about the picture.
5. To get the accurate data, the researcher will record the sounds. Do not begin the story without instruction from the researcher.

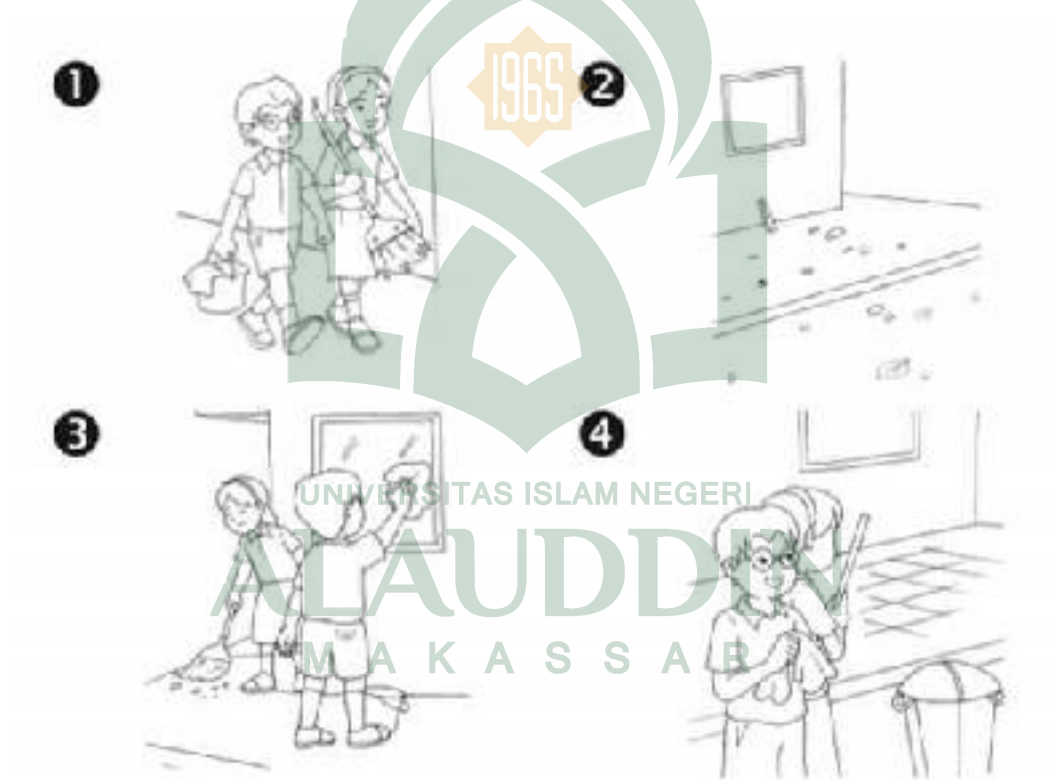
Pengantar :

Tujuan dari Picture Description Task ini adalah untuk menggambarkan bagaimana para siswa dari Jurusan Pendidikan Bahasa Inggris menghasilkan bunyi segmental dalam Bahasa Inggris. Dalam hal ini, peneliti akan menilai kemampuan siswa dalam menghasilkan bunyi segmental Bahasa Inggris, yaitu konsonan dan vokal.

Petunjuk :

1. Perhatikan gambar berikut ini dengan saksama!
2. Jelaskan situasi dalam gambar selama \pm 3 menit. Anda diharapkan dapat menghasilkan bunyi dengan jelas.
3. Jelaskan situasi dalam gambar mulai dari gambar nomor 1 hingga nomor 4
4. Sebelum menjelaskan gambar, luangkan 1 menit untuk memperhatikan dan berpikir tentang gambar tersebut.
5. Untuk mendapatkan data yang akurat, peneliti akan merekam suara anda. Jangan memulai cerita tanpa instruksi dari peneliti.

The series pictures are presented as follows :



APPENDIX 2
SCRIPT OF STUDENTS' SOUNDS PRODUCTION FROM PICTURE
DESCRIPTION TASK

1. Respondent I

These are four pictures. The first picture is there are two students want to clean the room

They go to dirty room

And the second picture is the room where this room is very dirty and they want to clean this room

And then they start to clean the room

And the third picture is they do it.

The girl cleans the room use the broom

The boy cleans the wall with clothes

And the fourth picture is they are very happy because the room is clean

And they finish their work.

2. Respondent II

Once upon a time there are two children want to clean the house

The name of the children are Yanto and Yanti

They see the house so dirty

And they clean it up until the house is clean

When Yanto and Yanto finish to clean the house, they feel so glad for what they have done

That is the story.

3. Respondent III

One day in the school there are two students who want to clean a floor

They look the floor so many rubbish

They do that according to deep heart

After they clean it, they look so happy because cleaning a room is a good thing.

4. Respondent IV

In this picture, I see two students are walking in the school

They want to go to the dirty room

And then, in the dirty room they clean the room

They clean the floor

They clean the room

They clean the mirror, and so on

And then, they put the trash in the recycle bin

Then they finish their cleaning

5. Respondent V

In Saturday morning, there are two students
They are Ani and Anto
They want to clean the room
Ani brought the broom and Anto brought a mop
They want to clean their classroom
They look the classroom was dirty
So they want to clean it

6. Respondent VI

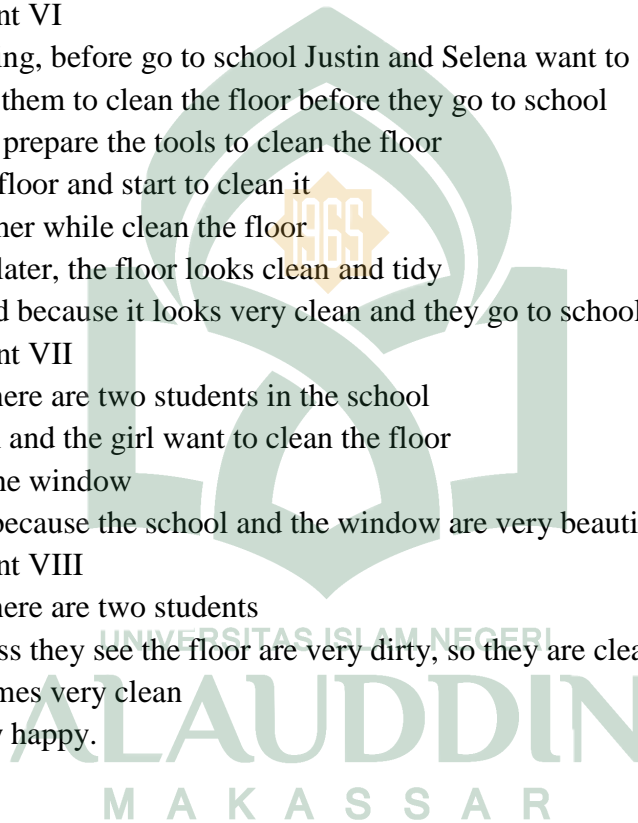
In the early morning, before go to school Justin and Selena want to clean the floor
Their parents ask them to clean the floor before they go to school
Justin and Selena prepare the tools to clean the floor
They walk to the floor and start to clean it
They talk each other while clean the floor
In a few minutes later, the floor looks clean and tidy
They feel satisfied because it looks very clean and they go to school.

7. Respondent VII

In the morning, there are two students in the school
And then the man and the girl want to clean the floor
The man cleans the window
They feel happy because the school and the window are very beautiful place.

8. Respondent VIII

In the morning, there are two students
In front of the class they see the floor are very dirty, so they are cleaning the floor
So the floor becomes very clean
And they are very happy.



APPENDIX III
THE STUDENTS' UNNATURAL CONSONANT SOUNDS PRODUCTION

List of Respondents	No.	Words	Subjective Students' Production	International Phonetic Alphabet	Sounds Deviation
R E S P O N D E N T 1	1.	These	dɪs	ði:z	7 and 13
	2.	are	ɑr	ɑ:	19
	3.	four	fɔr	fɔ:	19
	4.	Picture	'pɪcər	'pɪktʃər	20 and 15
	5.	The	də	ðə	7
	6.	first	fɜrs	fɜ:st	19
	7.	picture	'pɪcər	'pɪktʃər	20 and 15
	8.	is	ɪs	ɪz	13
	9.	there	der	ðeər	7
	10.	are	ɑr	ɑ:	19
	11.	two	tu:	tu:	
	12.	student	'stu:dən	'stju:dənt	16 and 8
	13.	want	wən	wənt	8
	14.	to	tu:	tu:	
	15.	clean	kli:n	kli:n	
	16.	the	də	ðə	7
	17.	Room	ru:m	ru:m	
	18.	They	deɪ	ðeɪ	7
	19.	go	gɔ	gəʊ	
	20.	to	tu:	tu:	
	21.	dirty	'dɜ:ti	'dɜ:ti	19
	22.	Room	ru:m	ru:m	
	23.	And	en	ænd	9
	24.	the	də	ðə	7
	25.	second	'sekən	'sekənd	9
	26.	picture	'pɪcər	'pɪktʃər	20 and 15
	27.	is	ɪs	ɪz	13
	28.	the	də	ðə	7
	29.	room	ru:m	ru:m	
	30.	where	wer	weə	19
	31.	this	dɪs	ðɪs	7
	32.	room	ru:m	ru:m	
	33.	is	ɪs	ɪz	13

34.	very	'veri	'veri	
35.	dirty	'derti	'dɜ:ti	19
36.	and	en	ænd	9
37.	they	dei	ðei	7
38.	want	wɔn	wɒnt	8
39.	to	tu:	tu:	
40.	clean	kli:n	kli:n	
41.	this	dɪs	ðɪs	7
42.	Room	ru:m	ru:m	
43.	And	en	ænd	9
44.	then	dɛn	ðɛn	7
45.	they	dei	ðei	7
46.	Start	stɑr	stɑ:t	19
47.	to	tu:	tu:	
48.	clean	kli:n	kli:n	
49.	the	də	ðə	7
50.	Room	ru:m	ru:m	
51.	And	en	ænd	9
52.	the	də	ðə	7
53.	third	tɜrd	θɜ:d	6 and 19
54.	picture	'picər	'pɪktʃər	20 and 15
55.	is	ɪs	ɪz	13
56.	they	dei	ðei	7
57.	do	du:	du:	
58.	it.	ɪt.	ɪt.	
59.	The	də	ðə	7
60.	girl	gɜrl	gɜ:l	19
61.	Clean	kli:n	kli:n	
62.	the	də	ðə	7
63.	room	ru:m	ru:m	
64.	use	ju:s	ju:z	13
65.	the	də	ðə	7
66.	Broom	bru:m	bru:m	
67.	The	də	ðə	7
68.	boy	bɔɪ	bɔɪ	
69.	Clean	kli:n	kli:n	
70.	the	də	ðə	
71.	wall	wɔ:l	wɔ:l	

	72.	with	wɪt	wɪð	7
	73.	clothes	klɒts	kləʊðz	7 and 13
	74.	And	en	ænd	9
	75.	the	de	ðə	7
	76.	fourth	'fɔrt	fɔ:θ	19 and 6
	77.	picture	'pɪcər	'pɪktʃər	20 and 15
	78.	is	ɪs	ɪz	13
	79.	they	deɪ	ðeɪ	7
	80.	are	ɑr	ɑ:	19
	81.	very	'vɛri	'vɛri	
	82.	happy	'hepi	'hæpi	
	83.	because	bɪ'kæz	bɪ'kɒz	13
	84.	the	də	ðə	7
	85.	room	ru:m	ru:m	
	86.	is	ɪs	ɪz	13
	87.	clean	kli:n	kli:n	
	88.	And	en	ænd	9
	89.	they	deɪ	ðeɪ	7
	90.	finish	'fɪnɪʃ	'fɪnɪʃ	17
	91.	their	deɪr	ðeə	7 and 19
	92.	work.	wɜ:k.	wɜ:k.	19
R E S P O N D E N T 2	93.	Once	wʌns	wʌns	
	94.	upon	u'pɒn	ə'pɒn	
	95.	a	ə	ə	
	96.	time	tʌɪm	tʌɪm	
	97.	there	ðeə	ðeə	7
	98.	are	ɑr	ɑ:	19
	99.	Two	tu:	tu:	
	100.	children	çɪldrən	'tʃɪldrən	15
	101.	want	wɒn	wɒnt	8
	102.	to	tu:	tu:	
	103.	clean	kli:n	kli:n	
	104.	the	ðə	ðə	
	105.	house	<u>həʊs</u>	<u>haʊs</u>	
	106.	The	də	ðə	7
	107.	name	nem	neɪm	
	108.	of	ɒf	əv	5
	109.	the	də	ðə	7

110.	children	'cɪldrən	'ʧɪldrən	15
111.	are	ɑ:	ɑ:	
112.	Yanto and Yanti	Yanto en Yanti	Yanto ænd Yanti	9
113.	They	deɪ	ðeɪ	7
114.	see	si:	si:	
115.	the	də	ðə	7
116.	house	haʊs	haʊs	
117.	so	sə	səʊ	
118.	Dirty	'dɜ:ti	'dɜ:ti	19
119.	And	En	ænd	9
120.	they	deɪ	ðeɪ	7
121.	clean	kli:n	kli:n	
122.	it	ɪt	ɪt	
123.	up	ʌp	ʌp	
124.	until	ən'tɪl	ən'tɪl	
125.	the	ðə	ðə	
126.	house	haʊs	haʊs	
127.	is	ɪz	ɪz	13
128.	clean	kli:n	kli:n	
129.	When	wen	wen	
130.	Yanto and Yanto	Yanto en Yanto	Yanto ænd Yanto	9
131.	finish	'fɪnɪʃ	'fɪnɪʃ	
132.	to	tu:	tu:	
133.	clean	kli:n	kli:n	
134.	the	də	ðə	7
135.	house,	haʊs,	haʊs,	
136.	they	deɪ	ðeɪ	7
137.	feel	fi:l	fi:l	
138.	so	sə	səʊ	
139.	glad	gled	glæd	
140.	for	fɔ:	fɔ:	19
141.	what	wɒt	wɒt	
142.	they	deɪ	ðeɪ	7
143.	have	hef	hæv	5
144.	Done	dʌn	dʌn	
145.	That	det	ðæt	7

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	146.	is	ɪz	ɪz	
	147.	the	də	ðə	7
	148.	story.	'stɔ:ri.	'stɔ:ri.	
	149.	One	wʌn	wʌn	
	150.	day	deɪ	ðeɪ	7
	151.	in	ɪn	ɪn	
	152.	the	də	ðə	7
	153.	school	sku:l	sku:l	
	154.	there	ðeər	ðeər	
	155.	are	ɑr	ɑ:	19
	156.	two	tu:	tu:	
	157.	student	'stju:dən	'stju:dənt	8
	158.	who	hu:	hu:	
	159.	want	wɒn	wɒnt	8
	160.	to	tu:	tu:	
	161.	clean	kli:n	kli:n	
	162.	a	ə	ə	
	163.	Floor	flɔr	flɔ:	19
	164.	They	deɪ	ðeɪ	7
	165.	look	lʊk	lʊk	
	166.	the	ðə	ðə	
	167.	floor	flɔr	flɔ:	19
	168.	so	sə	səʊ	
	169.	many	'meni	'meni	
	170.	rubbish	'rʌbɪs	'rʌbɪʃ	17
	171.	Both	bɒt	bəʊθ	6
	172.	Of	ɒf	əv	5
	173.	Them	dəm	ðəm	7
	174.	Are	ɑr	ɑ:	19
	175.	Clean	kli:n	kli:n	
	176.	The	də	ðə	7
	177.	Room	ru:m	ru:m	
	178.	They	deɪ	ðeɪ	7
	179.	do	du:	du:	
	180.	that	det	ðæt	7
	181.	according	ə'kɔ:dn̩	ə'kɔ:dn̩	
	182.	to	tu:	tu:	
	183.	deep	di:p	di:p	

	184.	Heart	har	ha:t	19 and 8
	185.	After	'a:ftər	'a:ftə	19
	186.	they	deɪ	ðeɪ	7
	187.	clean	kli:n	kli:n	
	188.	it,	ɪt	ɪt,	
	189.	they	deɪ	ðeɪ	7
	190.	look	lʊk	lʊk	
	191.	so	sə	səʊ	
	192.	happy	'hæpi	'hæpi	
	193.	because	bɪ'kəʊs	bɪ'kɒz	13
	194.	Clean	'kli:n	'kli:n	
	195.	a	ə	ə	
	196.	room	ru:m	ru:m	
	197.	is	ɪz	ɪz	13
	198.	a	ə	ə	
	199.	good	gʊd	gʊd	
	200.	thing.	tɪŋ.	θɪŋ.	6
R E S P O N D E N T 4	201.	In	ɪn	ɪn	
	202.	this	dɪs	ðɪs	7
	203.	Picture,	'pɪkʃər	'pɪkʃə	15 and 19
	204.	I	aɪ	aɪ	
	205.	see	si:	si:	
	206.	two	tu:	tu:	
	207.	student	'stju:dən	'stju:dənt	
	208.	are	ɑ:	ɑ:	19
	209.	walking	'wɔ:lkiŋ	'wɔ:kiŋ	11
	210.	in	ɪn	ɪn	
	211.	the	də	ðə	7
	212.	school	sku:l	sku:l	
	213.	They	deɪ	ðeɪ	7
	214.	want	wɒn	wɒnt	8
	215.	to	tu:	tu:	
	216.	go	gəʊ	gəʊ	
	217.	to	tu:	tu:	
	218.	the	də	ðə	
	219.	dirty	'dɜ:ti	'dɜ:ti	19
	220.	room	ru:m	ru:m	
	221.	And	En	ænd	9

222.	then,	ðen,	ðen,	
223.	in	ɪn	ɪn	
224.	the	də	ðə	7
225.	dirty	'dɜ:ti	'dɜ:ti	19
226.	room	ru:m	ru:m	
227.	they	deɪ	ðeɪ	7
228.	clean	kli:n	kli:n	
229.	the	də	ðə	7
230.	room	ru:m	ru:m	
231.	They	deɪ	ðeɪ	7
232.	clean	kli:n	kli:n	
233.	the	də	ðə	7
234.	floor	flɔr	flɔ:	19
235.	They	deɪ	ðeɪ	7
236.	clean	kli:n	kli:n	
237.	the	də	ðə	7
238.	room	ru:m	ru:m	
239.	They	deɪ	ðeɪ	7
240.	clean	kli:n	kli:n	
241.	the	ðə	ðə	
242.	mirror,	'mɪrər	'mɪrə	19
243.	and	ən	ænd	9
244.	so	sə	səʊ	
245.	on	ɒn	ʊn	
246.	And	ən	ænd	9
247.	then,	dən,	ðen,	7
248.	they	deɪ	ðeɪ	7
249.	put	pʊt	pʊt	9
250.	the	ðə	ðə	
251.	trash	Tres	træʃ	17
252.	in	ɪn	ɪn	
253.	the	də	ðə	7
254.	recycle	re'sɪkl	ri:'saɪkl	
255.	bin	bɪn	bɪn	
256.	Then	dən	ðen	7
257.	they	deɪ	ðeɪ	7
258.	finish	'fɪnɪʃ	'fɪnɪʃ	17
259.	their	deɪr	ðeə	7 and 19

RESPONDENTS

	260.	Clean	'kli:n	'kli:n	
	261.	In	in	in	
	262.	Saturday	'satədeɪ	'sætədeɪ	
	263.	morning,	'mɔ:niŋ	'mɔ:niŋ	19
	264.	there	ðeər	ðeər	
	265.	are	ɑr	ɑ:	19
	266.	two	tu:	tu:	
	267.	students	'stu:dəns	'stju:dənts	16
	268.	They	deɪ	ðeɪ	7
	269.	are	ɑr	ɑ:	19
	270.	Ani and Anto	Ani en Anto	Ani ænd Anto	9
	271.	They	deɪ	ðeɪ	7
	272.	want	wɔn	wɒnt	8
	273.	to	tu:	tu:	
	274.	clean	kli:n	kli:n	
	275.	the	də	ðə	7
	276.	room	ru:m	ru:m	
	277.	Ani	Ani	Ani	
	278.	brought	brɔgt	brɔ:t	21
	279.	the	də	ðə	7
	280.	broom	<u>brom</u>	<u>brom</u>	
	281.	and	En	ænd	9
	282.	Anto	Anto	Anto	
	283.	brought	brɔgt	brɔ:t	21
	284.	a	ə	ə	
	285.	mop	mɒp	mɒp	
	286.	They	deɪ	ðeɪ	7
	287.	want	wɔn	wɒnt	8
	288.	to	tu:	tu:	
	289.	clean	kli:n	kli:n	
	290.	their	deɪr	ðeə	7
	291.	classroom	'kla:srɒm	'kla:srɒm	
	292.	They	deɪ	ðeɪ	7
	293.	look	lʊk	lʊk	
	294.	the	də	ðə	7
	295.	classroom	'kla:srɒm	'kla:srɒm	
	296.	was	wəs	wɒz	13

	297.	dirty	'dɜrti	'dɜ:ti	19
	298.	So	sə	səʊ	
	299.	they	deɪ	ðeɪ	7
	300.	want	wɒn	wɒnt	8
	301.	to	tu:	tu:	
	302.	clean	kli:n	kli:n	
	303.	It	ɪt	ɪt	
	304.	Ani	Ani	Ani	
	305.	Sweep	swep	swi:p	
	306.	The	De	ðə	7
	307.	floor	flɔr	flɔ:	19
	308.	And	En	ænd	9
	309.	Anto	Anto	Anto	
	310.	clean	kli:n	kli:n	
	311.	The	də	ðə	7
	312.	window	'windəw	'windəʊ	24
	313.	after	'ɑ:ftər	'ɑ:ftə	19
	314.	that,	det,	ðæt,	7
	315.	Ani and anto	Ani en Anto	Ani ænd Anto	9
	316.	Are	ər	ɑ:	19
	317.	happy	'hepi	'hæpi	
	318.	to	tu:	tu:	
	319.	See	si:	si:	
	320.	their	Deɪr	ðeə	7 and 19
	321.	clean	kli:n	kli:n	
	322.	classroom	'kla:srɒm	'kla:srɒm	
	323.	In	ɪn	ɪn	
	324.	the	də	ðə	7
	325.	early	'ɜrli	'ɜ:li	19
	326.	morning,	'mɔrnɪŋ,	'mɔ:nɪŋ,	19
	327.	before	bɪ'fɔr	bɪ'fɔ:	19
	328.	go	gə	gəʊ	
	329.	to	tu:	tu:	
	330.	school	sku:l	sku:l	
	331.	Justin and Selena	Justin ænd Selena	Justin ænd Selena	
	332.	want	wɒn	wɒnt	8

RESPONDENT 6

333.	to	tu:	tu:	
334.	clean	kli:n	kli:n	
335.	the	də	ðə	7
336.	floor	flɔ:	flɔ:	
337.	Their	Deir	ðeə	7 and 19
338.	parent	'perənt	'peərənt	
339.	ask	ɑ:s	ɑ:sk	20
340.	them	dəm	ðem	7
341.	to	tu:	tu:	
342.	clean	kli:n	kli:n	
343.	the	də	ðə	7
344.	floor	flɔ:	flɔ:	
345.	before	bɪ'fɔ:	bɪ'fɔ:	19
346.	they	deɪ	ðeɪ	7
347.	go	gɔ	gəʊ	
348.	to	tu:	tu:	
349.	school	sku:l	sku:l	
350.	Justin and Selena	Justin en Selena	Justin ænd Selena	9
351.	prepare	pri'per	pri'peə	19
352.	the	də	ðə	7
353.	Tool	tu:l	tu:l	
354.	to	tu:	tu:	
355.	clean	kli:n	kli:n	
356.	the	də	ðə	7
357.	floor	flɔ:	flɔ:	
358.	They	deɪ	ðeɪ	7
359.	walk	wɔlk	wɔ:k	11
360.	to	tu:	tu:	
361.	the	də	ðə	7
362.	floor	flɔ:	flɔ:	19
363.	and	en	ænd	9
364.	start	star	stɑ:t	19
365.	to	tu:	tu:	
366.	clean	kli:n	kli:n	
367.	it	ɪt	ɪt	
368.	They	deɪ	ðeɪ	7
369.	talk	tɔlk	tɔ:k	11

	370.	each	ɪʃ	i:ʃ	
	371.	other	'ʊðər	'ʌðə	19
	372.	while	wail	wail	
	373.	clean	kli:n	kli:n	
	374.	the	də	ðə	7
	375.	floor	flər	flɔ:	19
	376.	In	ɪn	ɪn	
	377.	a	ə	ə	
	378.	few	fju:	fju:	
	379.	minutes	<u>'mɪnɪts</u>	<u>'mɪnɪts</u>	
	380.	later,	'letər	'leitə:	19
	381.	the	də	ðə	7
	382.	floor	flər	flɔ:	19
	383.	looks	lʊks	lʊks	
	384.	clean	kli:n	kli:n	
	385.	and	ən	ænd	9
	386.	Tidy	'tɪdi	'taɪdi	
	387.	They	deɪ	ðeɪ	7
	388.	feel	fɪl	fi:l	
	389.	satisfied	'sætɪsfɪd	'sætɪsfɑd	
	390.	because	bɪ'kɒs	bɪ'kɒz	13
	391.	it	ɪt	ɪt	
	392.	looks	lʊks	lʊks	
	393.	very	'fɛri	'vɛri	
	394.	clean	kli:n	kli:n	
	395.	and	ən	ænd	9
	396.	they	deɪ	ðeɪ	7
	397.	go	gəʊ	gəʊ	
	398.	to	tu:	tu:	
	399.	school.	sku:l.	sku:l.	
	400.	In	ɪn	ɪn	
	401.	the	də	ðə	7
	402.	morning,	'mɔ:nɪŋ,	'mɔ:nɪŋ,	19
	403.	there	der	ðeər	7 and 19
	404.	are	ɑr	ɑ:	19
	405.	two	tu:	tu:	
	406.	student	'stju:dən	'stju:dənt	
	407.	in	ɪn	ɪn	

RESPONDENT 7

408.	the	də	ðə	7
409.	school	sku:l	sku:l	
410.	And	en	ænd	9
411.	then	dən	ðen	7
412.	the	də	ðə	7
413.	man	<u>men</u>	<u>mæn</u>	
414.	and	en	ænd	9
415.	the	də	ðə	7
416.	girl	gɜrl	gɜ:l	19
417.	want	wɒn	wɒnt	8
418.	to	tu:	tu:	
419.	clean	kli:n	kli:n	
420.	the	də	ðə	7
421.	floor	flɔr	flɔ:	19
422.	The	də	ðə	7
423.	Girl	gɜ:l	gɜ:l	
424.	bring	brɪŋ	brɪŋ	
425.	A	ə	ə	
426.	broom	<u>brom</u>	<u>brom</u>	
427.	And	<u>end</u>	<u>ænd</u>	9
428.	The	də	ðə	7
429.	Man	<u>men</u>	<u>mæn</u>	
430.	bring	brɪŋ	brɪŋ	
431.	A	ə	ə	
432.	Mop	mɒp	mɒp	
433.	Both	bɔ:t	bəʊθ	6
434.	of	ɒf	əv	5
435.	The	də	ðə	7
436.	student	'stju:dən	'stju:dənt	
437.	Look	lʊk	lʊk	
438.	The	də	ðə	7
439.	Floor	flɔr	flɔ:	19
440.	The	də	ðə	7
441.	Floor	flɔr	flɔ:	19
442.	Is	ɪs	ɪz	13
443.	Very	'veri	'veri	
444.	Dirty	'dɜ:ti	'dɜ:ti	19
445.	The	də	ðə	7

	446.	Girl	gɜrl	gɜ:l	19
	447.	Clean	kli:n	kli:n	
	448.	The	də	ðə	7
	449.	Floor	flɔr	flɔ:	19
	450.	The	də	ðə	7
	451.	man	<u>men</u>	<u>mæn</u>	
	452.	clean	kli:n	kli:n	
	453.	the	də	ðə	7
	454.	window	wɪndəw	wɪndəʊ	24
	455.	Finally,	fə'nəli,	fə'nəli,	
	456.	The	də	ðə	7
	457.	floor	flɔr	flɔ:	19
	458.	And	<u>end</u>	<u>ænd</u>	
	459.	window	'wɪndəw	'wɪndəʊ	24
	460.	Are	ɑr	ɑ:	19
	461.	very	'vəri	'vəri	
	462.	clean	kli:n	kli:n	
	463.	They	deɪ	ðeɪ	7
	464.	feel	fi:l	fi:l	
	465.	happy	'hepi	'hæpi	
	466.	because	bɪ'kəʊs	bɪ'kəʊz	13
	467.	the	də	ðə	7
	468.	school	sku:l	sku:l	
	469.	and	ən	ænd	9
	470.	the	də	ðə	7
	471.	window	'wɪndəw	'wɪndəʊ	24
	472.	are	ɑ:	ɑ:	
	473.	very	'vəri	'vəri	
	474.	beautiful	'bju:dɪfəl	'bju:təfəl	8
	475.	place.	pleɪs.	pleɪs.	
	476.	In	ɪn	ɪn	
	477.	the	də	ðə	7
	478.	morning,	'mɔ:nɪŋ,	'mɔ:nɪŋ,	19
	479.	there	də	ðə	7
	480.	are	ɑr	ɑ:	19
	481.	two	tu:	tu:	
	482.	student	'stju:dən	'stju:dənt	
	483.	They	deɪ	ðeɪ	7

RESPONDENT 8

484.	Are	ar	a:	19
485.	Busy	'bɪsi	'bɪzi	13
486.	To	tu:	tu:	
487.	Clean	kli:n	kli:n	
488.	The	də	ðə	7
489.	Room	ru:m	ru:m	
490.	They	deɪ	ðeɪ	7
491.	Bring	brɪŋ	brɪŋ	
492.	Some	səm	sʌm	
493.	Of	ɒf	əv	5
494.	Clean	kli:n	kli:n	
495.	Equipment	e'kwɪpmənt	ɪ'kwɪpmənt	
496.	In	ɪn	ɪn	
497.	front	frʌnt	frʌnt	
498.	of	ɒf	əv	5
499.	the	də	ðə	7
500.	class	klɑ:s	klɑ:s	
501.	they	deɪ	ðeɪ	7
502.	see	si:	si:	
503.	the	də	ðə	7
504.	floor	flɔr	flɔ:	19
505.	are	ar	a:	19
506.	very	'fəri	'vəri	5
507.	dirty,	'dɜ:ti,	'dɜ:ti,	19
508.	so	sə	səʊ	
509.	they	deɪ	ðeɪ	7
510.	are	ar	a:	19
511.	clean	'kli:n	'kli:n	
512.	the	də	ðə	7
513.	floor	flɔr	flɔ:	19
514.	So	sə	səʊ	
515.	the	də	ðə	7
516.	floor	flɔr	flɔ:	19
517.	became	bɪ'kʌm	bɪ'keɪm	
518.	very	'fəri	'vəri	5
519.	clean	kli:n	kli:n	
520.	And	ən	ænd	9
521.	they	deɪ	ðeɪ	7

	522.	are	ar	a:	19
	523.	very	'fəri	'vəri	
	524.	happy.	'hepi.	'hæpi.	

Note:

1. [p] Voiceless Bilabial Stop
2. [b] Voiced Bilabial Stop
3. [m] Voiceless Bilabial Nasal
4. [f] Voiceless Labiodental Fricative
5. [v] Voiced Labiodental Fricative
6. [θ] Voiceless Dental Fricative
7. [ð] Voiced Dental Fricative
8. [t] Voiceless Alveolar Stop
9. [d] Voiced Alveolar Stop
10. [n] Voiced Alveolar Nasal
11. [l] Voiced Alveolar Lateral
12. [s] Voiceless Alveolar Fricative
13. [z] Voiced Alveolar Fricative
14. [dʒ] Voiced Palatal Affricative
15. [tʃ] Voiceless Palatal Affricative
16. [j] Voiceless Palatal Glide
17. [ʃ] Voiceless Palato-Alveolar Fricative
18. [ʒ] Voiced Palato-Alveolar Fricative
19. [r] Voiced Palato-Alveolar Glide
20. [k] Voiceless Velar Stop
21. [g] Voiced Velar Stop
22. [ŋ] Voiceless Velar Nasal
23. [h] Voiceless Glottal Fricative
24. [w] Voiced Labio-velar Glide

APPENDIX IV
SCRIPT OF THE TOTAL NUMBER CONSONANT SOUNDS UTTERED
UNNATURAL

No	Sounds	The number of consonant sounds uttered unnatural
1.	[p] Voiceless Bilabial Stop	
2.	[b] Voiced Bilabial Stop	
3.	[m] Voiceless Bilabial Nasal	
4.	[f] Voiceless Labiodental Fricative	
5.	[v] Voiced Labiodental Fricative	108, 142, 172, 434, 493, 498, 506, and 518.
6.	[] Voiceless Dental Fricative	53, 76, 171, 200, and 433.
7.	[ð] Voiced Dental Fricative	1, 5, 9, 16, 18, 2, 28, 31, 3, 41, 44, 45, 49, 52, 56, 59, 62, 65, 67, 72, 73, 75, 79, 84, 89, 91, 97, 106, 109, 113, 115, 120, 134, 136, 142, 145, 147, 150, 152, 164, 173, 176, 178, 180, 186, 189, 202, 211, 213, 224, 227, 229, 231, 233, 235, 237, 239, 247, 248, 253, 256, 257, 259, 268, 271, 273, 279, 286, 290, 292, 294, 299, 306, 311, 314, 320, 324, 334, 337, 340, 343, 346, 352, 356, 358, 361, 368, 374, 381, 387, 396, 401, 403, 408, 411, 412, 415, 420, 422, 428, 435, 438, 440, 445, 448, 450, 453, 456, 463, 467, 470, 476, 479, 483, 488, 490, 499, 501, 503, 509, 512, 515, and 521.
8.	[t] Voiceless Alveolar Stop	12,13,38, 101, 157, 159, 184, 214, 272, 287, 300, 332, 417, 474,

9.	[d] Voiced Alveolar Stop	23, 25, 36, 43, 51, 74, 88, 112, 119, 130, 221, 243, 246, 249, 270, 281, 308, 315, 350, 363, 385, 395, 410, 414, 427, 469, and 520.
10.	[n] Voiced Alveolar Nasal	
11.	[l] Voiced Alveolar Lateral	209, 359, and 369.
12.	[s] Voiceless Alveolar Fricative	
13.	[z] Voiced Alveolar Fricative	1,8, 27, 33, 55,64, 73, 78, 83, 86, 127, 193, 197, 296, 390, 442, 466, and 485.
14.	[d] Voiced Palatal Affricative	
15.	[t] Voiceless Palatal Affricative	4,7,26,54, 77,100, 110, and 203.
16.	[j] Voiceless Palatal Glide	12 and 267
17.	[] Voiceless Palato-Alveolar Fricative	90, 170, 251, and 258.
18.	[] Voiced Palato-Alveolar Fricative	
19.	[r] Voiced Palato-Alveolar Glide	2,3,6,10,21, 30, 35, 46, 53, 60, 76, 80, 91, 92,98, 118, 140, 155, 163, 167, 174, 184, 185, 203, 208, 219, 225, 234, 242, 259, 263, 256, 269, 297, 307, 313, 316, 320, 325, 326, 327, 337, 345, 351, 362, 364, 371, 375, 380,382, 402, 403, 404, 416, 421, 439, 441, 444, 446, 449, 457, 460, 478, 480, 484, 504, 505, 507, 510, 513, 516, and 522.
20.	[k] Voiceless Velar Stop	4,7,26,54, 77, and 339.

21.	[g] Voiced Velar Stop	278, and 283.
22.	[ŋ] Voiceless Velar Nasal	
23.	[h] Voiceless Glottal Fricative	
24.	[w] Voiced Labio-velar Glide	312, 454, and 459.



APPENDIX V
THE STUDENTS' UNNATURAL VOWEL SOUNDS PRODUCTION

List of Respondents	No.	Words	Subjective Students' Production	International Phonetic Alphabet	Sounds Deviation
R E S P O N D E N T 1	1.	These	dɪs	ði:z	1
	2.	are	ɑr	ɑ:	3
	3.	four	fər	fɔ:	5
	4.	Picture	'pɪcər	'pɪktʃər	
	5.	The	də	ðə	
	6.	first	fɜrs	fɜ:st	
	7.	picture	'pɪcər	'pɪktʃər	
	8.	is	ɪs	ɪz	
	9.	there	der	ðeər	22
	10.	are	ɑr	ɑ:	3
	11.	two	tu:	tu:	
	12.	student	'stu:dən	'stju:dənt	
	13.	want	wən	wənt	10
	14.	to	tu:	tu:	
	15.	clean	kli:n	kli:n	
	16.	the	də	ðə	
	17.	Room	ru:m	ru:m	
	18.	They	deɪ	ðeɪ	
	19.	go	gə	gəʊ	19
	20.	to	tu:	tu:	
	21.	dirty	'dɜ:ti	'dɜ:ti	8
	22.	Room	ru:m	ru:m	
	23.	And	En	ænd	14
	24.	the	də	ðə	
	25.	second	'sekən	'sekənd	
	26.	picture	'pɪcər	'pɪktʃər	
	27.	is	ɪs	ɪz	
	28.	the	də	ðə	
	29.	room	ru:m	ru:m	
	30.	where	wer	weə	22
	31.	this	dɪs	ðɪs	
	32.	room	ru:m	ru:m	
	33.	is	ɪs	ɪz	

		very	'veri	'veri	
34.		dirty	'dɜ:ti	'dɜ:ti	8
35.		and	en	ænd	14
36.		they	deɪ	ðeɪ	
37.		want	wɒn	wɒnt	10
38.		to	tu:	tu:	
39.		clean	kli:n	kli:n	
40.		this	dɪs	ðɪs	
41.		Room	ru:m	ru:m	
42.		And	en	ænd	14
43.		then	dɛn	ðɛn	
44.		they	deɪ	ðeɪ	
45.		Start	stɑ:t	stɑ:t	3
46.		to	tu:	tu:	
47.		clean	kli:n	kli:n	
48.		the	də	ðə	
49.		Room	ru:m	ru:m	
50.		And	en	ænd	14
51.		the	də	ðə	
52.		third	tɜ:rd	θɜ:d	8
53.		picture	'pɪçə	'pɪktʃə	
54.		is	ɪs	ɪz	
55.		they	deɪ	ðeɪ	
56.		do	du:	du:	
57.		it.	ɪt.	ɪt.	
58.		The	də	ðə	
59.		girl	gɜ:rl	gɜ:l	8
60.		Clean	kli:n	kli:n	
61.		the	də	ðə	
62.		room	ru:m	ru:m	
63.		use	ju:s	ju:z	
64.		the	də	ðə	
65.		Broom	bru:m	bru:m	
66.		The	də	ðə	
67.		boy	bɔɪ	bɔɪ	
68.		Clean	kli:n	kli:n	
69.		the	də	ðə	

	70.	wall	wɔ:l	wɔ:l	
	71.	with	wɪt	wɪð	
	72.	clothes	klɒts	kləʊðz	19
	73.	And	en	ænd	14
	74.	the	de	ðə	
	75.	fourth	'fort	fɔ:θ	5
	76.	picture	'pɪcər	'pɪktʃər	
	77.	is	is	ɪz	
	78.	they	deɪ	ðeɪ	
	79.	are	ɑr	ɑ:	3
	80.	very	'veri	'veri	
	81.	happy	'hepi	'hæpi	14
	82.	because	bɪ'kæz	bɪ'kɒz	10
	83.	the	də	ðə	
	84.	room	ru:m	ru:m	
	85.	is	is	ɪz	
	86.	Clean	kli:n	kli:n	
	87.	And	en	ænd	14
	88.	they	deɪ	ðeɪ	
	89.	finish	'fɪnɪʃ	'fɪnɪʃ	
	90.	their	deɪr	ðeə	22
	91.	work.	wɜ:k.	wɜ:k.	8
R E S P O N D E N T 2	92.	Once	wʌns	wʌns	
	93.	upon	u'pɒn	ə'pɒn	9 and 10
	94.	a	ə	ə	
	95.	time	taim	taim	
	96.	there	der	ðeər	22
	97.	are	ɑr	ɑ:	3
	98.	Two	tu:	tu:	
	99.	children	cɪldrən	'tʃɪldrən	
	100.	want	wɒn	wɒnt	10
	101.	to	tu:	tu:	
	102.	clean	kli:n	kli:n	
	103.	the	ðə	ðə	
	104.	house	<u>hɔs</u>	<u>haʊs</u>	15
	105.	The	də	ðə	
	106.	name	nem	neɪm	18
	107.	of	ɒf	əv	9

108.	the	də	ðə	
109.	children	'çɪldrən	'ʧɪldrən	
110.	are	ɑ:	ɑ:	
111.	Yanto and Yanti	Yanto en Yanti	Yanto ænd Yanti	14
112.	They	deɪ	ðeɪ	
113.	see	si:	si:	
114.	the	də	ðə	
115.	house	haʊs	haʊs	
116.	so	sə	səʊ	19
117.	Dirty	'dɜ:ti	'dɜ:ti	8
118.	And	En	ænd	14
119.	they	deɪ	ðeɪ	
120.	clean	kli:n	kli:n	
121.	it	ɪt	ɪt	
122.	up	ʌp	ʌp	
123.	until	ən'tɪl	ən'tɪl	9
124.	the	ðə	ðə	
125.	house	haʊs	haʊs	
126.	is	ɪs	ɪz	
127.	Clean	kli:n	kli:n	
128.	When	wen	wen	
129.	Yanto and Yanto	Yanto en Yanto	Yanto ænd Yanto	14
130.	finish	'fɪnɪʃ	'fɪnɪʃ	
131.	to	tu:	tu:	
132.	clean	kli:n	kli:n	
133.	the	də	ðə	
134.	house,	haʊs ,	haʊs ,	
135.	they	deɪ	ðeɪ	
136.	feel	fi:l	fi:l	
137.	so	sə	səʊ	19
138.	glad	gled	glæd	14
139.	for	fɔ:	fɔ:	5
140.	what	wat	wɒt	10
141.	they	deɪ	ðeɪ	
142.	have	hef	hæv	14
143.	Done	dan	dʌn	13

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	144.	That	det	ðæt	14
	145.	is	ɪz	ɪz	
	146.	the	də	ðə	
	147.	story.	'stɔ:ri.	'stɔ:ri.	
	148.	One	wʌn	wʌn	
	149.	day	deɪ	ðeɪ	
	150.	in	ɪn	ɪn	
	151.	the	də	ðə	
	152.	school	sku:l	sku:l	
	153.	there	ðeər	ðeər	
	154.	are	ɑr	ɑ:	3
	155.	two	tu:	tu:	
	156.	Student	'stju:dən	'stju:dənt	
	157.	who	hu:	hu:	
	158.	want	wɒn	wɒnt	10
	159.	to	tu:	tu:	
	160.	clean	kli:n	kli:n	
	161.	a	ə	ə	
	162.	Floor	flɔr	flɔ:	5
	163.	They	deɪ	ðeɪ	
	164.	look	lʊk	lʊk	
	165.	the	ðə	ðə	
	166.	floor	flɔr	flɔ:	5
	167.	so	sə	səʊ	19
	168.	many	'meni	'meni	
	169.	rubbish	'rʌbɪʃ	'rʌbɪʃ	13
	170.	Both	bɒt	bəʊθ	19
	171.	Of	ɔf	əv	9
	172.	Them	dəm	ðəm	
	173.	Are	ɑr	ɑ:	3
	174.	Clean	kli:n	kli:n	
	175.	The	də	ðə	
	176.	Room	ru:m	ru:m	
	177.	They	deɪ	ðeɪ	
	178.	do	<u>du:</u>	<u>du:</u>	
	179.	that	det	ðæt	14
	180.	according	ə'kɔ:dn̩	ə'kɔ:dn̩	
	181.	to	tu:	tu:	

	182.	deep	di:p	di:p	
	183.	Heart	hɑ:	hɑ:t	3
	184.	After	'ɑ:ftər	'ɑ:ftə	
	185.	they	deɪ	ðeɪ	
	186.	clean	kli:n	kli:n	
	187.	it,	ɪt	ɪt,	
	188.	they	deɪ	ðeɪ	
	189.	look	lʊk	lʊk	
	190.	so	sə	səʊ	19
	191.	happy	'hæpi	'hæpi	
	192.	because	bɪ'kæz	bɪ'kɒz	10
	193.	Clean	'kli:n	'kli:n	
	194.	a	ə	ə	
	195.	room	ru:m	ru:m	
	196.	is	ɪz	ɪz	
	197.	a	ə	ə	
	198.	good	ɡʊd	ɡʊd	
	199.	thing.	tɪŋ.	θɪŋ.	
R E S P O N D E N T 4	200.	In	ɪn	ɪn	
	201.	this	dɪs	ðɪs	
	202.	Picture,	'pɪkcər	'pɪktʃə	
	203.	I	aɪ	aɪ	
	204.	see	si:	si:	
	205.	two	tu:	tu:	
	206.	Student	'stju:dən	'stju:dənt	
	207.	are	ɑ:	ɑ:	3
	208.	walking	'wɒlkɪŋ	'wɒ:kiŋ	5
	209.	in	ɪn	ɪn	
	210.	the	də	ðə	
	211.	school	sku:l	sku:l	
	212.	They	deɪ	ðeɪ	
	213.	want	wɒn	wɒnt	10
	214.	to	tu:	tu:	
	215.	go	ɡəʊ	ɡəʊ	
	216.	to	tu:	tu:	
	217.	the	ðə	ðə	
	218.	dirty	'dɜ:ti	'dɜ:ti	8
	219.	room	ru:m	ru:m	

220.	And	En	ænd	14
221.	then,	ðen,	ðen,	
222.	in	ɪn	ɪn	
223.	the	də	ðə	
224.	dirty	'dɜ:ti	'dɜ:ti	8
225.	room	ru:m	ru:m	
226.	they	deɪ	ðeɪ	
227.	clean	kli:n	kli:n	
228.	the	də	ðə	
229.	room	ru:m	ru:m	
230.	They	deɪ	ðeɪ	
231.	clean	kli:n	kli:n	
232.	the	də	ðə	
233.	floor	flɔ:	flɔ:	5
234.	They	deɪ	ðeɪ	
235.	clean	kli:n	kli:n	
236.	the	də	ðə	
237.	room	ru:m	ru:m	
238.	They	deɪ	ðeɪ	
239.	clean	kli:n	kli:n	
240.	the	ðə	ðə	
241.	mirror,	'mɪrər	'mɪrə	9
242.	and	en	ænd	14
243.	so	sə	səʊ	19
244.	on	ɒn	ɒn	10
245.	And	en	ænd	14
246.	then,	dən,	ðen,	
247.	they	deɪ	ðeɪ	
248.	put	pʊt	pʊt	
249.	the	ðə	ðə	
250.	trash	tres	træʃ	14
251.	in	ɪn	ɪn	
252.	the	də	ðə	
253.	recycle	re'saɪkl	ri:'saɪkl	1 and 16
254.	bin	bɪn	bɪn	
255.	Then	dən	ðen	
256.	they	deɪ	ðeɪ	
257.	finish	'fɪnɪʃ	'fɪnɪʃ	

RESPONDENT 5

	258.	their	deir	ðeə	22
	259.	Clean	'kli:n	'kli:n	
	260.	In	in	in	
	261.	Saturday	'sætədeɪ	'sætədeɪ	14
	262.	morning,	'mɔ:nɪŋ	'mɔ:nɪŋ	5
	263.	there	ðeər	ðeər	
	264.	are	ɑr	ɑ:	3
	265.	two	tu:	tu:	
	266.	students	'stu:dəns	'stju:dənts	
	267.	They	deɪ	ðeɪ	
	268.	are	ɑr	ɑ:	3
	269.	Ani and Anto	Ani en Anto	Ani ænd Anto	14
	270.	They	deɪ	ðeɪ	
	271.	want	wɒn	wɒnt	10
	272.	to	tu:	tu:	
	273.	clean	kli:n	kli:n	
	274.	the	də	ðə	
	275.	Room	ru:m	ru:m	
	276.	Ani	Ani	Ani	
	277.	brought	brɔgt	brɔ:t	5
	278.	the	də	ðə	
	279.	broom	<u>brɒm</u>	<u>brɒm</u>	
	280.	and	En	ænd	14
	281.	Anto	Anto	Anto	
	282.	brought	brɔgt	brɔ:t	5
	283.	a	ə	ə	
	284.	mop	mɒp	mɒp	10
	285.	They	deɪ	ðeɪ	
	286.	want	wɒn	wɒnt	10
	287.	to	tu:	tu:	
	288.	clean	kli:n	kli:n	
	289.	their	deir	ðeə	22
	290.	classroom	'kla:srɒm	'kla:srɒm	
	291.	They	deɪ	ðeɪ	
	292.	look	lɒk	lɒk	
	293.	the	də	ðə	
	294.	classroom	'kla:srɒm	'kla:srɒm	

	295.	was	wəs	wɒz	10
	296.	dirty	'dɜ:ti	'dɜ:ti	8
	297.	So	sə	səʊ	19
	298.	they	deɪ	ðeɪ	
	299.	want	wɒn	wɒnt	10
	300.	to	tu:	tu:	
	301.	clean	kli:n	kli:n	
	302.	It	ɪt	ɪt	
	303.	Ani	Ani	Ani	
	304.	Sweep	swep	swi:p	1
	305.	The	De	ðə	
	306.	Floor	flɔr	flɔ:	5
	307.	And	En	<u>ænd</u>	14
	308.	Anto	Anto	Anto	
	309.	Clean	kli:n	kli:n	
	310.	The	də	ðə	
	311.	Window	'windəw	'windəʊ	19
	312.	After	'ɑ:ftər	'ɑ:ftə	
	313.	that,	det,	ðæt,	14
	314.	Ani and anto	Ani en Anto	Ani ænd Anto	14
	315.	Are	ɑr	ɑ:	3
	316.	Happy	'hepi	'hæpi	14
	317.	to	tu:	tu:	
	318.	See	si:	si:	
	319.	Their	deɪr	ðeə	22
	320.	Clean	kli:n	kli:n	
	321.	Classroom	'klɑ:srɒm	'klɑ:srɒm	
	322.	In	ɪn	ɪn	
	323.	the	də	ðə	
	324.	Early	'ɜ:li	'ɜ:li	8
	325.	morning,	'mɔ:nɪŋ,	'mɔ:nɪŋ,	5
	326.	before	bɪ'fɔr	bɪ'fɔ:	5
	327.	go	gə	gəʊ	19
	328.	to	tu:	tu:	
	329.	school	sku:l	sku:l	
	330.	Justin and Selena	Justin ænd Selena	Justin ænd Selena	

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331.	want	wɒn	wɒnt	10
332.	to	tu:	tu:	
333.	clean	kli:n	kli:n	
334.	the	də	ðə	
335.	floor	flɔ:	flɔ:	
336.	Their	deir	ðeə	22
337.	Parent	'perənt	'peərənt	22
338.	ask	ɑ:s	ɑ:sk	
339.	them	dəm	ðəm	
340.	to	tu:	tu:	
341.	clean	kli:n	kli:n	
342.	the	də	ðə	
343.	floor	flɔ:	flɔ:	
344.	before	bɪ'fɔr	bɪ'fɔ:	5
345.	they	deɪ	ðeɪ	
346.	go	gɔ	gəʊ	19
347.	to	tu:	tu:	
348.	school	sku:l	sku:l	
349.	Justin and Selena	Justin en Selena	Justin ænd Selena	14
350.	prepare	pri'per	pri'peə	22
351.	the	də	ðə	
352.	Tool	tu:l	tu:l	
353.	to	tu:	tu:	
354.	clean	kli:n	kli:n	
355.	the	də	ðə	
356.	floor	flɔ:	flɔ:	
357.	They	deɪ	ðeɪ	
358.	walk	wɔlk	wɔ:k	5
359.	to	tu:	tu:	
360.	the	də	ðə	
361.	floor	flɔr	flɔ:	5
362.	and	en	ænd	14
363.	start	star	stɑ:t	3
364.	to	tu:	tu:	
365.	clean	kli:n	kli:n	
366.	it	ɪt	ɪt	
367.	They	deɪ	ðeɪ	

	368.	talk	tɔlk	tɔ:k	5
	369.	each	iʃ	i:ʃ	1
	370.	other	'ʌðər	'ʌðə	13 and 9
	371.	while	wail	wail	
	372.	clean	kli:n	kli:n	
	373.	the	də	ðə	
	374.	floor	flɔr	flɔ:	5
	375.	In	in	in	
	376.	a	ə	ə	
	377.	few	fju:	fju:	
	378.	minutes	<u>'mɪnɪts</u>	<u>'mɪnɪts</u>	
	379.	later,	'letər	'leitə:	18 and 8
	380.	the	də	ðə	
	381.	floor	flɔr	flɔ:	5
	382.	looks	lɔks	lɔks	
	383.	clean	kli:n	kli:n	
	384.	and	en	ænd	14
	385.	Tidy	'tɪdi	'tardi	16
	386.	They	deɪ	ðeɪ	
	387.	feel	fi:l	fi:l	
	388.	satisfied	'sætɪsfəɪd	'sætɪsfəɪd	14 and 16
	389.	because	bɪ'kɔs	bɪ'kɔz	
	390.	it	ɪt	ɪt	
	391.	looks	lɔks	lɔks	
	392.	very	'fɛri	'vɛri	
	393.	clean	kli:n	kli:n	
	394.	and	en	ænd	14
	395.	they	deɪ	ðeɪ	
	396.	go	gə	gəʊ	19
	397.	to	tu:	tu:	
	398.	school.	sku:l.	sku:l.	
	399.	In	in	in	
	400.	the	də	ðə	
	401.	morning,	'mɔ:nɪŋ,	'mɔ:nɪŋ,	5
	402.	there	ðeə	ðeə	22
	403.	are	ɑr	ɑ:	3
	404.	two	tu:	tu:	
	405.	Student	'stju:dən	'stju:dənt	

RESPONDENT 7

406.	in	m	m	
407.	the	də	ðə	
408.	School	sku:l	sku:l	
409.	And	en	ænd	14
410.	then	dən	ðən	
411.	the	də	ðə	
412.	man	<u>men</u>	<u>mæn</u>	14
413.	and	en	ænd	14
414.	the	də	ðə	
415.	girl	gɜ:ɪ	gɜ:l	8
416.	want	wɒn	wɒnt	10
417.	to	tu:	tu:	
418.	clean	kli:n	kli:n	
419.	the	də	ðə	
420.	Floor	flɔ:	flɔ:	5
421.	The	də	ðə	
422.	Girl	gɜ:l	gɜ:l	
423.	Bring	brɪŋ	brɪŋ	
424.	A	ə	ə	
425.	Broom	<u>brom</u>	<u>brom</u>	
426.	And	<u>end</u>	<u>ænd</u>	14
427.	The	də	ðə	
428.	Man	<u>men</u>	<u>mæn</u>	14
429.	Bring	brɪŋ	brɪŋ	
430.	A	ə	ə	
431.	Mop	mɒp	mɒp	10
432.	Both	bəʊt	bəʊθ	19
433.	Of	ɒf	əv	9
434.	The	də	ðə	
435.	Student	'stju:dən	'stju:dənt	
436.	Look	lʊk	lʊk	
437.	The	də	ðə	
438.	Floor	flɔ:	flɔ:	5
439.	The	də	ðə	
440.	Floor	flɔ:	flɔ:	5
441.	Is	ɪs	ɪz	
442.	Very	'veri	'veri	
443.	Dirty	'dɜ:ti	'dɜ:ti	8

	444.	The	də	ðə	
	445.	Girl	gɜ:rl	gɜ:l	8
	446.	Clean	kli:n	kli:n	
	447.	The	də	ðə	
	448.	Floor	flɔr	flɔ:	5
	449.	The	də	ðə	
	450.	man	<u>men</u>	<u>mæn</u>	14
	451.	clean	kli:n	kli:n	
	452.	the	də	ðə	
	453.	Window	wɪndəʊ	wɪndəʊ	19
	454.	Finally,	faməli,	faməli,	
	455.	The	də	ðə	
	456.	Floor	flɔr	flɔ:	5
	457.	And	<u>end</u>	<u>ænd</u>	14
	458.	Window	'wɪndəʊ	'wɪndəʊ	19
	459.	Are	ɑ:	ɑ:	3
	460.	Very	'veri	'veri	
	461.	Clean	kli:n	kli:n	
	462.	They	deɪ	ðeɪ	
	463.	feel	fi:l	fi:l	
	464.	happy	'hepi	'hæpi	14
	465.	because	bɪ'kəz	bɪ'kɒz	10
	466.	the	də	ðə	
	467.	school	sku:l	sku:l	
	468.	and	ən	ænd	14
	469.	the	də	ðə	
	470.	window	'wɪndəʊ	'wɪndəʊ	19
	471.	are	ɑ:	ɑ:	
	472.	very	'veri	'veri	
	473.	beautiful	'bju:dɪfəl	'bju:təfəl	9
	474.	place.	ples.	pleɪs.	18
	475.	In	ɪn	ɪn	
	476.	the	də	ðə	
	477.	morning,	'mɔ:niŋ,	'mɔ:niŋ,	5
	478.	there	də	ðə	
	479.	are	ɑ:	ɑ:	3
	480.	two	tu:	tu:	
	481.	Student	'stju:dən	'stju:dənt	

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482.	They	deɪ	ðeɪ	
483.	Are	ɑː	ɑː	3
484.	Busy	'bɪsi	'bɪzi	
485.	To	tuː	tuː	
486.	Clean	kliːn	kliːn	
487.	The	də	ðə	
488.	Room	ruːm	ruːm	
489.	They	deɪ	ðeɪ	
490.	Bring	brɪŋ	brɪŋ	
491.	Some	səm	səm	13
492.	Of	ɒf	əv	9
493.	Clean	kliːn	kliːn	
494.	Equipment	e'kwɪpmənt	ɪ'kwɪpmənt	2
495.	In	ɪn	ɪn	
496.	front	frʌnt	frʌnt	13
497.	of	ɒf	əv	9
498.	the	də	ðə	
499.	class	klɑːs	klɑːs	
500.	they	deɪ	ðeɪ	
501.	see	siː	siː	
502.	the	də	ðə	
503.	floor	flɔː	flɔː	5
504.	are	ɑː	ɑː	3
505.	very	'fɛri	'vɛri	
506.	dirty,	'dɜːti,	'dɜːti,	8
507.	so	səʊ	səʊ	19
508.	they	deɪ	ðeɪ	
509.	are	ɑː	ɑː	3
510.	Clean	'kliːn	'kliːn	
511.	the	də	ðə	
512.	Floor	flɔː	flɔː	5
513.	So	səʊ	səʊ	19
514.	the	də	ðə	
515.	floor	flɔː	flɔː	5
516.	Became	bɪ'kæm	bɪ'keɪm	18
517.	very	'fɛri	'vɛri	
518.	Clean	kliːn	kliːn	
519.	And	ən	ænd	14

	520.	they	deɪ	ðeɪ	
	521.	are	ɑr	ɑː	3
	522.	very	'fɛri	'vɛri	
	523.	happy.	'hepi.	'hæpi.	14

Note :

1. [i:] Tense High Front Unrounded
2. [ɪ] Lax Mid High Front Unrounded
3. [ɑ:] Tense Low Back Unrounded
4. [ɒ] Lax Low Back Unrounded
5. [ɔ:] Tense Mid Back Rounded
6. [ɒ] Lax Mid Back Rounded
7. [e] Lax Mid Low Front Unrounded
8. [ə:] Tense Mid Central Unrounded
9. [ə] Lax Mid Central Unrounded
10. [ɒ] Lax Low Back Rounded
11. [u:] Tense High Back Rounded
12. [ʊ] Lax Mid High Back Rounded
13. [ʌ] Lax Mid Low Central Unrounded
14. [æ] Lax Low Front Unrounded
15. [aʊ] Tense Low Back Unrounded to Mid High Back Rounded
16. [aɪ] Tense Low Back Unrounded to Mid High Front Unrounded
17. [ɪə] Tense Mid High Front Unrounded to Mid Central Unrounded
18. [eɪ] Tense Mid Low Front Unrounded to Mid High Front Unrounded
19. [əʊ] Tense Mid Central Unrounded to Mid High Back Rounded
20. [ɔɪ] Tense Mid Back Rounded to Mid High Front Unrounded
21. [ʊə] Tense Mid High Back Rounded to Mid Central Unrounded
22. [eə] Tense Mid Low Front Unrounded to Mid Central Unrounded

APPENDIX VI
SCRIPT OF THE TOTAL NUMBER VOWEL SOUNDS UTTERED
UNNATURAL

No	Vowel sounds	The number of vowel sounds uttered unnaturally
1.	[i:] Tense High Front Unrounded	1, 254, 305, and 370.
2.	[I] Lax Mid High Front Unrounded	495
3.	[] Tense Low Back Unrounded	2, 10, 46, 80, 98, 155, 174, 184, 208, 265, 269, 316, 364, 404, 460, 480, 485, 505, 510, and 522.
4.	[] Lax Low Back Unrounded	
5.	[:] Tense Mid Back Rounded	3, 76, 140, 163, 157, 209, 234, 263, 278, 283, 307, 326, 327, 345, 359, 362, 369, 375, 381, 402, 421, 439, 441, 449, 457, 478, 504, 513, and 516.
6.	[] Lax Mid Back Rounded	
7.	[e] Lax Mid Low Front UNrounded	
8.	[:] Tense Mid Central Unrounded	21, 35, 53, 60, 92, 118, 219, 225, 297, 325, 380, 416, 444, 446, and 507.
9.	[] Lax Mid Central Unrounded	94, 108, 124, 172, 242, 371, 434, 474, 493, and 498.
10.	[] Lax Low Back Rounded	13, 38, 83, 94, 101, 141, 159, 193, 214, 245, 272, 285, 287, 296, 200, 332, 417, 432, and 466.
11.	[u:] Tense High Back Rounded	

12.	[] Lax Mid High Back Rounded	
13.	[] Lax Mid Low Central Unrounded	144, 170, 371, 492, and 497.
14.	[æ] Lax Low Front Unrounded	23, 36, 43, 51, 74, 82, 88, 112, 119, 130, 139, 143, 145, 180, 221, 243, 246, 251, 262, 270, 281, 308, 314, 315, 317, 350, 363, 385, 389, 395, 410, 413, 414, 427, 429, 451, 458, 465, 469, 520, and 524.
15.	[a] Tense Low Back Unrounded to Mid High Back Rounded	105
16.	[aɪ] Tense Low Back Unrounded to Mid High Front Unrounded	254, 386, and 389.
17.	[ɪə] Tense Mid High Front Unrounded to Mid Central Unrounded	
18.	[eɪ] Tense Mid Low Front Unrounded to Mid High Front Unrounded	107, 380, 475, and 517.
19.	[] Tense Mid Central Unrounded to Mid High Back Rounded	19, 73, 117, 138, 168, 171, 191, 244, 298, 312, 328, 347, 397, 433, 454, 459, 471, 508, and 514.
20.	[ɔɪ] Tense Mid Back Rounded to Mid High Front Unrounded	
21.	[] Tense Mid High Back Rounded to Mid Central Unrounded	

22.	[e] Tense Mid Low Front Unrounded to Mid Central Unrounded	9, 30, 91, 97, 259, 290, 320, 337, 338, 351, and 403.



APPENDIX VII

QUESTIONNAIRE FOR THE RESPONDENT

RESEARCHER : Nurul Hakimah Hafid
RESEARCH TITLE : Assesing Constraints on the Production of English Segmental Sounds Uttered by the Students of English Education Department as UIN Alauddin Makassar

INTRODUCTION

The aims of this questionnaires is to find out the factors cause the production of unnatural English segmental sounds uttered by the students of English Education Department at UIN Alauddin Makassar. For this reason, the researcher will give some questions for the students. The researcher would appreciate if you answer the questions honestly. Thank you.

A. Personal Information :

Some details of yours are highly needed here as follows :

Reg.Number :

Age :

Gender :

Phone number :

B. Questions (Please answer the questions) !

1. Have you ever learnt phonetic at department of English Education ?

☐ Yes

☐ No

Why?

2. Do you encounter any difficulties in producing British English sounds ?

☐ Yes

☐ No

Why?

.....

3. When you speak English, can you produce British English sounds well ?

☐ Yes

☐ No

Why?

.....

C. Please tick () the appropriate box !

1. Have you ever got any difficulties when producing British English vowel sounds ?

1	2	3	4
Ever	Never	Often	Seldom

What kind of sounds?

.....

.....

2. Have you ever got any difficulties when producing British English consonant sounds ?

1	2	3	4
Ever	Never	Often	Seldom

What kind of sounds?

.....

.....

D. In understanding the causal factors of the production of English segmental sounds unnatural, please answer the questions below :

Based on the finding of the research, the consonant sounds uttered unnatural by the respondent were [ð], [r], [d], [z], [t], [v], [], [k], [], [], [l], [w], [j] and [w].

1. According to the result of this research, the researcher found that you tended to replace the sound [ð] with sound [d] which is voiced alveolar stop. Why do you tend to replace the sound voiced dental fricative [ð] ?

.....

.....

2. According to the result of this research, the researcher found that you tended to replace the sound [z] with sound [s] which is voiceless alveolar fricative. Why do you tend to replace the sound voiced alveolar fricative [z] ?

.....

.....

3. According to the result of this research, the researcher found that you produce the sound [r] clearly, though some words in British English pronounced with silent [r]. Why do you tend to replace the sound voiced palato-alveolar glide [r] ?

.....

.....

4. According to the result of this research, the researcher found that you omitted the sound [k]. Some words must be pronounced with sound [k] but you did not. Why do you tend to replace the sound voiceless velar stop [k] ?

.....

.....

5. According to the result of this research the researcher found that you tended to replace the sound [t] with sound [c]. Why do you tend to replace the sound voiceless palatal affricative [t] ?

.....

.....

6. According to the result of this research, the researcher found that you ommited the sound [j]. Some words must be pronounced with sound [j] but you did not. Why do you tend to replace the sounds voiceless palatal glide [j] ?

.....

.....

7. According to the result of this research, the researcher found that you ommited the sound [t]. Some words must be pronounced with sound [t] clearly but you did not. Why do you tend to replace the sounds voiceless alveolar stop [t] ?

.....

.....

8. According to the result of this research, the researcher found that you tended to replace the sound [v] with sound [f] which is voiceless labiodental fricative. Why do you tend to replace the sounds voiced labiodental fricative [v] ?

.....

.....

9. According to the result of this research, the researcher found that you ommited the sound [d]. Some words must be pronounced with sound [d] clearly but you did not. Why do you tend to replace the sounds voiced alveolar stop [d] ?

.....

.....

10. According to the result of this research, the researcher found that you tended to replace the sound [] with sound [s] which is voiceless alveolar fricative. Why do you tend to replace the sound voiceless palatal affricative [] ?

.....

.....

11. According to the result of this research, the researcher found that you tended to replace the sound [] with sound [t] which is voiceless alveolar stop. Why do you tend to replace the sound voiceless palatal affricative [] ?

.....

.....

12. According to the result of this research, the researcher found that you omitted the sound [l]. Some words must be pronounced with sound [l] clearly but you did not. Why do you tend to replace the sounds voiced alveolar lateral [l] ?

.....

.....

13. According to the result of this research, the researcher found that you produce the sound [g] clearly, though some words should be pronounced with silent [g]. Why do you tend to replace the sound voiced velar stop [g] ?

.....

.....

14. According to the result of this research, the researcher found that you produce the sound [w] clearly, though some words should be pronounced with silent [w]. Why do you tend to replace the sound voiced labio-velar gliede [w] ?

.....
.....

According to the analysis of the finding of the research, the researcher found that there were some vowel sounds uttered unnatural by the first respondent. The sounds consist of monophthong and diphthong. The monophthong sounds uttered unnatural by the respondent were : [æ], [ɜ:], [ɪ], [ʊ], [ɔ:], [ʌ], [ɔ], [i:] and [I].

1. Based on the finding of this research, the researcher found that you tended to replace the sound [i:] which is long vowel with sound [ɪ] which is short vowel. Why do you tend to replace the sound monophthong tense high front unrounded [i:] ?

.....
.....

2. Based on the finding of this research, the researcher found that you tended to replace the sound [ɜ:] which is long vowel with sound [ʊ] which is short vowel. Why do you tend to replace the sound monophthong tense low back unrounded [ʊ] ?

.....
.....

3. Based on the finding of this research, the researcher found that you tended to replace the sound [ɔ:] which is long vowel with sound [ʊ] which is short vowel. Why do you tend to replace the sound monophthong tense mid back rounded [ɔ:] ?

.....
.....

4. Based on the finding of this research, the researcher found that you tended to replace the sound [] with sound [] which is lax mid back rounded and sound [] which is lax mid central unrounded. Why do you tend to replace the sound monophthong lax low back rounded [] ?

5. Based on the finding of this research, the researcher found that you tended to replace the sound [:] which is long vowel with sound [] which is short vowel. Why do you tend to replace the sound monophthong tense mid central unrounded [] ?

6. Based on the finding of this research, the researcher found that you tended to replace the sound [æ] with sound [e] which is lax mid low front unrounded. Why do you tend to replace the sound monophthong lax low front unrounded [æ] ?

7. Based on the finding of this research, the researcher found that you tended to replace the sound [] with sound [] which is lax low back unrounded. Why do you tend to replace the sound monophthong lax mid low central unrounded [] ?

8. Based on the finding of this research, the researcher found that you tended to replace the sound [] with sound [] which is lax mid back rounded. Why do you tend to replace the sound monophthong lax low back rounded [] ?

-
9. Based on the finding of this research, the researcher found that you tended to replace the sound [ɪ] with sound [e] which is lax mid low front unrounded. Why do you tend to replace the sound monophthong lax mid low front unrounded [e] ?
-
-

The diphthong sounds uttered unnatural by the respondent were [ɪə], [eɪ], [aɪ] and [aʊ].

1. Based on the finding of this research, the researcher found that you tended to replace the sound [ɪə] with sound [e] which is lax mid back rounded. Why do you tend to replace the sound diphthong tense mid central unrounded to mid high back rounded [eɪ] ?
-
-

2. Based on the finding of this research, the researcher found that you tended to replace the sound [aɪ] with sound [ɪ] which is lax mid high front unrounded. Why do you tend to replace the sound diphthong tense mid central unrounded to mid high back rounded [ɪə] ?
-
-

3. Based on the finding of this research, the researcher found that you tended to replace the sound [eɪ] with sound [e] which is lax mid low front unrounded and [eɪ] which is tense mid low front unrounded to mid high front unrounded. Why do you tend to replace the sound diphthong tense mid low front unrounded to mid central unrounded [e] ?
-
-

-
4. Based on the finding of this research, the researcher found that you tended to replace the sound [a] with sound [] which is lax mid back rounded. Why do you tend to replace the sound dipthong tense low back to mid high back rounded [a] ?
-

-
5. Based on the finding of this research, the researcher found that you tended to replace the sound [eɪ] with sound [e] which is lax mid low front unrounded. Why do you tend to replace the sound dipthong tense mid low front unrounded to mid high front unrounded [eɪ] ?
-
-

According to your assumption, what are the factors causing uttering English segmental sounds unnatural?

APPENDIX VIII

THE STUDENTS' QUESTIONNAIRES OUTCOMES

Table 1 *Respondent I questionnaire outcomes*

No.	The students' Problems	Problems Categories						
		1	2	3	4	5	6	7
1.	Because the sound [ð] do not exist in our mother tongue					✓		
2.	Because sound [z] is seldom pronounce in our mother tongue so it is hard to pronounce in English even this sounds is one of the Indonesian sounds					✓		
3.	Because I do not know the pronunciation of word in British English that do not produce sound [r] clearly		✓					
4.	Because I never learnt about that		✓					
5.	Because sound [t] is do not find in mother tongue					✓		
6.	Because I do not know how to pronounce it		✓					
7.	Because I do not really understand of the sound		✓					
8.	Because I am lack of knowledge about that		✓					
9.	Because I am lack of knowledge about		✓					

	that							
10.	Because I am lack of knowledge about that		✓					
11.	Because I do not know how to pronounce the sound []		✓					
12.	because I do not know if word “and” must pronounce as “ænd”		✓					
13.	Because I do not know how to pronounce the diphthong sound, I don’t understand of the sound.		✓					
14.	Because I do not know how to pronounce the diphthong sound, I don’t understand of the sound.		✓					
Total			11			3		

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Table 2 *Respondent II questionnaire outcomes*

No.	The students' Problems	Problems Categories						
		1	2	3	4	5	6	7
1.	Do not exist with our mother tongue					✓		
2.	Does not usually use in British Accent						✓	
3.	Unusually using British Accent						✓	
4.	Mostly use American Accent						✓	
5.	Was not realize what the deffirent between those sounds							✓

6.	Was not realize what the deffirent between those sounds							✓
7.	Was not realize what the deffirent between those sounds							✓
8.	Lack of knowledge		✓					
9.	Lack of consentrarion when produce the sounds			✓				
10.	Lack of knowledge		✓					
11.	Lack of knowledge		✓					
12.	Lack of consentrarion			✓				
13.	Because I am lack of consentrarion			✓				
14.	Lack of consentrarion			✓				
15.	Lack of consentrarion			✓				
16.	Because I am lack of consentrarion			✓				
Total			3	6		1	3	3

Table 3 *Respondent III questionnaire outcomes*

No.	The students' Problems	Problems Categories						
		1	2	3	4	5	6	7
1.	Because it was easy to produce the sound [d]							✓
2.	Because I am using Indonesian accent which produce the sound [r] very clearly						✓	
3.	Prefer to American Accent						✓	
4.	Because the sound is easy to produce on mother tongue					✓		
5.	I did not realize			✓				
6.	Because the sound [z] is harder to produce when speaking than sound [s]							✓

7.	It is difficult to realize when speaking natural and so quickly			✓				
8.	Because it is my habit to produce it							✓
9.	Lack of concentration			✓				
10.	Lack of knowledge		✓					
11.	Lack of knowledge		✓					
12.	Sometimes, I do not pay attention			✓				
13.	Lack of concentration			✓				
14.	Lack of knowledge		✓					
Total			3	5		1	2	3

Table 4 Respondent IV questionnaire outcomes

No.	The students' Problems	Problems Categories						
		1	2	3	4	5	6	7
1.	It becomes a habit							✓
2.	Because it is hard to say							✓
3.	Because I do not know how to produce it		✓					
4.	Because it becomes my habit							✓
5.	Because it is more easy produced sound [r] clearly							✓
6.	Because the sound is good							
7.	Because it is hard for me to produce [s] than [z]							✓
8.	It becomes a habit							✓
9.	Too hard to produce							✓
10.	I do not know how the sound should be produced well		✓					
11.	Lack of knowledge		✓					
12.	There is no knowledge of me of how the appropriate sound		✓					

	should be like							
13.	Lack of knowledge. I do not use to say the right sound		✓					
14.	I do not take attention on my pronunciation when I speak			✓				
15.	Lack of knowledge		✓					
16.	I can say it well if I serious but at the time I do not speak seriously			✓				
17.	I do not use it when speaking							
Total			6	2				7

Table 5 Respondent V questionnaire outcomes

No.	The students' Problems	Problems Categories						
		1	2	3	4	5	6	7
1.	I less practice my English, therefore many mistakes I made.				✓			
2.	My English is not really good and when produce it, I still follow the Indonesian rule when speak in English.					✓		
3.	Because I do not really know when we have to pronounce the sound		✓					
4.	I less practise my English, therefore many mistakes I made.				✓			
5.	I less practise my English, therefore many mistakes I				✓			

	made.							
6.	I less practise my English, therefore many mistakes I made.				✓			
7.	I less practise my English, therefore many mistakes I made.				✓			
8.	I less practise my English, therefore many mistakes I made.				✓			
9.	I less practise my English, therefore many mistakes I made.				✓			
10.	I less practise my English, therefore many mistakes I made.				✓			
11.	I less practise my English, therefore many mistakes I made.				✓			
12.	I less practise my English, therefore many mistakes I made.				✓			
13.	I less practise my English, therefore many mistakes I made.				✓			
14.	I less practise my English, therefore many mistakes I made.				✓			
15.	I less practise my English, therefore many mistakes I made.				✓			
16.	I less practise my				✓			

	English, therefore many mistakes I made.							
	Total		1		14	1		

Table *Respondent VI questionnaire outcomes*

No.	The students' Problems	Problems Categories						
		1	2	3	4	5	6	7
1.	Because the sound do not find in mother tongue					✓		
2.	Because I do not know how to pronounce the words well		✓					
3.	Because I do not know how to pronounce the words well		✓					
4.	Because I do not know how to pronounce the words well		✓					
5.	Because I do not know how to pronounce the words well		✓					
6.	Because I do not use the sound [z] in my mother tongue so I can't produce as the foreigner					✓		
7.	Because I do not really know how to produce the sounds in the word		✓					
8.	Because I do not really know how to produce the sounds in the word		✓					
9.	Because I do not		✓					

	know how to produce the sound []							
10.	Because I do not use the sound [æ] in habit when I'm speaking							✓
11.	Because I do not really care about the long vowel, I think it same with [] I am lazy to learn about that	✓						
12.	Because I do not really care about the long vowel, I think it same with [ɪ] I am lazy to learn about that	✓						
13.	Because I do not know the different both of the sounds							✓
14.	Because I do not understand enough about diphthong sounds		✓					
15.	Because I do not understand enough about diphthong sounds		✓					
16.	Because I do not understand enough about diphthong sounds		✓					
Total		2	10			2		2

Table 7 *Respondent VII questionnaire outcomes*

No.	The students' Problems	Problems Categories						
		1	2	3	4	5	6	7
1.	Because I do not know how to produce it and i'm still learn		✓					
2.	Because I always train it							
3.	Because I do not know how to produce it and i'm still learn about that		✓					
4.	I can not distinguish between the sound [t] and [d]							✓
5.	Because I do not know how to produce it		✓					
6.	Because I do not know the different of those sounds		✓					
7.	Because I do not know how to produce it		✓					
8.	Because I do not know how to produce it		✓					
9.	Because I do not know how to produce it		✓					
10.	Because I do not know how to produce it		✓					
11.	Because I do not know how to produce it		✓					
12.	Because I do not know how to produce it		✓					
13.	Because I do not learn it well so I do not		✓					

	know how to produce the sound							
14.	Because I do not learn it well so I do not know how to produce the sound		✓					
15.	Because I do not learn it well so I do not know how to produce the sound		✓					
Total			13					1

Table 8 Respondent VIII questionnaire outcomes

No.	The students' Problems	Problems Categories						
		1	2	3	4	5	6	7
1.	Because it is hard to produce.							✓
2.	The sound [r] just easy to produce							
3.	The sound [d] just easy to produce							
4.	Both words sound similar so I think the way I pronounce that word becoming same spontaneously.							✓
5.	Because that make me hard to differentiate them.							✓
6.	It is because we should say the word fluently that makes the word sounds like that.							
7.	Because the sound is similar with [a] . When I speak, I don't remember that this word must sounds as native speaker. As long as I know how to produce them I think it will be okay.							✓
8.	Because it is easy way to produce sound [] than [] in the word.							✓

9.	Because I think it is hard to sound as native speaker.							
10.	Because some words that I have heard from movie, I just try to copy them as the speaker said whereas the sound that I produce is incorrect.							
11.	Because speaking English is like you have to be fast so that's why sometimes I produce the word like that.			✓				
12.	Some native speakers that I've met heard produce the sounds just like the way I produce the sound [e] while the correct sound should be [er].							
Total				1				5

Note :

- 1. Less of Motivation to learn how to produce the sounds.**
- 2. Lack of Knowledge about the production of sounds**
- 3. The Failure to Concentrate when speaking**
- 4. Less practice**
- 5. Prefer to produce the sound based on their mother tongue interference**
- 6. Accent**
- 7. Other Possible Problems**

APPENDICE IX
DOCUMENTATIONS





CURRICULUM VITAE



Nurul Hakimah Hafid is the first child of Alm. Abdul Hafid, S.Ag and Hamdana, S.Ag. She was born on 21 April, 1996 in Bone Regency, Province of South Sulawesi. She began her study in Kindergarten 1-2 As'Adiyah Sengkang and graduated in 2002. Then, she continued her study in primary school at SDA 1-2 Pusat Sengkang and graduated in 2008. Then, she continued her secondary school at SMPN 4 Sengkang and graduated in 2011. After that, she continued her senior high school at SMAN 3 Sengkang and graduated in 2014. She continued her study as a student in college at Islamic State University of Alauddin Makassar (UINAM) as a student in English Education Department, Tarbiyah and Teaching Science Faculty. She joined in English club of NGC (New Generation Club) in 2014, IGSHA (Istiqamah to Give Shadaqah) in 2015, Community of Youth Peace Generation in 2016, and KPAJ (Komunitas Pecinta Anak Jalanan) in 2018.